



## Turnaround Option Plan – Phase 2 Escambia County Public Schools

*This form, to be used by districts planning in 2016-17 for implementation in 2017-18, satisfies the requirements of Form TOP-2, which is incorporated by reference in Rule 6A-1.099811, F.A.C. (2014).*

**Woodham Middle School - 0852**

**Closure - Reassign**

**Part I: Needs Assessment**

**Item 1:** Description of the needs assessment methodology and summary of the results.

2016-2017 School Grade Components: WOODHAM MIDDLE SCHOOL						
	English Language Arts (FSA & FSAA)	Mathematics (FSA, EOCs, FSAA)	Science (NGSSS, EOC, FSAA)	Social Studies (EOCs)	Graduation Rate	Acceleration Success
Achievement (% of students $\geq 3$ )	30	24	27	39	N/A	N/A
Learning Gains	44	31				59
Lowest Quartile Learning Gains	35	29				
Total Points Earned By Your School / Points Possible:				318/900		
% of Possible Points Earned By Your School:				35.3%		
School Grade for 2016-2017:				D		
2015-2016 School Grade Components: WOODHAM MIDDLE SCHOOL						
	English Language Arts (FSA & FSAA)	Mathematics (FSA, EOCs, FSAA)	Science (NGSSS, EOC, FSAA)	Social Studies (EOCs)	Graduation Rate	Acceleration Success
Achievement (% of students $\geq 3$ )	27	27	28	37	N/A	N/A
Learning Gains	40	34				44
Lowest Quartile Learning Gains	40	27				
Total Points Earned By Your School / Points Possible:				304/900		
% of Possible Points Earned By Your School:				33.8%		
School Grade for 2015-2016:				D		

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2014-2015 School Grade Components: WOODHAM MIDDLE SCHOOL						
	English Language Arts (FSA & FSAA)	Mathematics (FSA, EOCs, FSAA)	Science (NGSSS, EOC, FSAA)	Social Studies (EOCs)	Graduation Rate	Acceleration Success
Achievement (% of students $\geq 3$ )	28	28	30	41	N/A	N/A
Learning Gains	N/A	N/A				40
Lowest Quartile Learning Gains	N/A	N/A				
Total Points Earned By Your School / Points Possible:				167/500		
% of Possible Points Earned By Your School:				33.4%		
School Grade for 2014-2015:				D		

2016-2017 Learning Gains: WOODHAM MIDDLE SCHOOL						
	Level 1					
	Low Level 1		Medium Level 1		High Level 1	
	Count of Students Making Gains	% of Students Making Gains	Count of Students Making Gains	% of Students Making Gains	Count of Students Making Gains	% of Students Making Gains
<b>ELA</b>	34	0	81	13.58	163	15.95
<b>MATH</b>	81	0	95	12.63	160	19.38

	Level 2			
	Low Level 2		High Level 2	
	Count of Students Making Gains	% of Students Making Gains	Count of Students Making Gains	% of Students Making Gains
<b>ELA</b>	92	44.57	80	51.25
<b>MATH</b>	82	26.83	66	43.94

	Level 3		Level 4		Level 5	
	Count of Students Making Gains	% of Students Making Gains	Count of Students Making Gains	% of Students Making Gains	Count of Students Making Gains	% of Students Making Gains
<b>ELA</b>	112	78.57	68	88.24	23	100
<b>MATH</b>	98	62.24	18	94.44	7	100

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The Woodham Middle School leadership team believes the most critical need is math, especially the lower quartile. The principal is committed to continuing the work on the culture of the school to improve attendance, behavior and student performance. Professional development will be provided to improve classroom management, small group instruction, recognizing standards that the student may have missed and using data effectively for inexperienced teachers. Training for student engagement and project-based learning will continue for all teachers to help engage our lower quartile.

Stakeholder feedback from AdvancED accreditation surveys shows overall communication is ranked as one of our highest categories, except when the communication concerns grades, then it one of the lowest. Parents are concerned that more differentiation needs to be provided so accelerated students will grow, as well as addressing the students struggling academically.

Overall performance in ELA is moving in an upward trend but math has declined. The focus is to turn math performance to an upward trend in scores across all grade levels and to challenge more students to take advance courses. Another challenge is to prepare the students for high school and to earn high school credits. Woodham is accomplishing this by increasing the number of students enrolling in Algebra 1 and industry certification classes. This is a slow upward trend that helps not only improve test scores, but students' self-confidence, knowledge and ability to be successful in high school.

Improving student attendance is another focus area for the Woodham leadership team. Woodham is a very transient school with a number of homeless students who have attendance issues and deal with high trauma situations. A majority of the 6<sup>th</sup> graders entering the school are below grade level.

### **Item 2:** Rationale for the turnaround option(s) selected.

The District Leadership Team (DLT) has determined that the best turnaround plan for Woodham Middle School is to close the school at the end of the 2017-2018. Students will be reassigned to high-performing schools in the district.

**Part II: Implementation Plan**

**A. Areas of Assurance**

**Item 3:** Description of how the district will address the Areas of Assurance required by the selected turnaround option(s), as acknowledged in Phase 1.

**District Capacity and Support**

**School Capacity**

*Administrators*

NA

*Educators*

NA

**The district shall close the school and reassign students to higher-performing schools in the district. The district shall monitor the reassigned students and report their progress to the department for three years.**

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**B. Areas of Focus**

**Item 4:** Area(s) of Focus selected by the district based upon the school’s needs assessment.

- |  |   |
|--|---|
| <input type="checkbox"/> 1. Assessments                | <input type="checkbox"/> 4. School Leadership       |
| <input type="checkbox"/> 2. Instructional Programs     | <input type="checkbox"/> 5. Increased Learning Time |
| <input type="checkbox"/> 3. Differentiated Instruction |   |

**Item 5:** Summary of the strategies the district will implement to reduce or eliminate internal systemic barriers and address the needs of the school, including a description of how the district will address the selected Area(s) of Focus.

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