

The School Board of Highlands County

Woodlawn Elementary School



2015-16 School Improvement Plan

Woodlawn Elementary School

817 WOODLAWN DR, Sebring, FL 33870

<http://www.highlands.k12.fl.us/~wes/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	79%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	54%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	D	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Highlands County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Together we will prepare our students for their future, empowering them to achieve personal excellence and become proactive leaders.

Provide the school's vision statement

Working together to turn today's learners into tomorrow's leaders.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Woodlawn's mission and vision define education as a collaborative process to prepare all students for their future. We see education as an opportunity that enables students to transcend social, physical, economic, or cultural barriers while embracing what makes them unique to empower them to pursue their dreams and prepare them for their future. Teachers are sensitive to student needs and challenges as they differentiate instruction, provide leadership opportunities, build positive teacher-student-parent relationships, set high expectations, and foster effective communication.

Teachers work to gain an understanding of all children's unique academic, emotional, and culture differences as they design lessons and address their different learning styles. Even before the first day of school Woodlawn begins reaching out to parents to set a positive, professional tone that sets the foundation for ongoing home-school communication throughout the year. We set the stage with a back to school orientation providing parents time to talk with the teachers and share valuable information about their child. We continue this back and forth communication with ongoing parent conferences, phone calls, point sheets, and planner notes. To ensure the most effective communication we provide interpreters when needed and correspondence is made available in multiple languages.

Our school is involved in two successful initiatives: "Covey's Leader in Me" and "PBIS." Both initiatives work to create a positive climate of learning. Student successes are celebrated in the classroom as well as school wide. Procedures are practiced and positively reinforced. We strive to provide all students the opportunity for leadership positions.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Procedures are practiced and reinforced. Expectations are discussed and reiterated. Every classroom creates their own mission statement which is displayed inside and outside of the classroom. Staff members are strategically placed throughout the campus before and after school so students are never alone. The discipline plan is common school wide and provides an opportunity for students to always move up even if correction becomes necessary. Our entire staff receives bullying and harassment training. Our students are provided instruction on what to do if they feel bullied or harassed. A box is provided for students that want to report incidents anonymously. We have a very active safety patrol that provides positive examples and assistance before and after school. Student successes and encouraging banners are displayed throughout the campus and emergency procedures are practiced positively reinforced.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

We have a very active PBiS team that meets monthly with a representative from each grade level that keeps the entire staff working together with common expectations and vision. Upon implementation of the school wide behavior system, the PBiS chair provided a school wide training. New teachers also receive training each year on all our Positive Behavior Interventions and Supports. Our Multi Tiered System of Supports also addresses behavior. We have students in all three tiers with social skills, point systems, and behavior plans being utilized. Individual classroom and common areas such as PE, cafeteria, playground, and hallways have rules aligned to school wide expectations.

All classes use a common behavior system to be consistent across the school. The students begin on Green (Ready to SOAR) and should find opportunities throughout the day to move up/down on the chart. The following visual is provided to guide students, clarify parent communication, and maintain behavioral data for teachers.

- Blue: Soaring Leader- Student demonstrated leadership skills throughout the day. This is considered "off the chart"
 - Purple: Role Model- Student demonstrated great behavior, made several outstanding choices throughout the day to model for other students.
 - Orange: Way to Go!- Student demonstrated good behavior, made at least one excellent choice today.
 - Green: Ready to SOAR- Starting Point, student demonstrated good behavior
 - Yellow: Make Better Choices- Warning, Student made a poor choice
 - Red: Teacher's Choice-Student continued to make poor choices throughout the day
- Black: Parent Contact

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Woodlawn Elementary ensures the social-emotional needs of all students are met by implementing appropriate character development skills and activities through our school wide Positive behavior support program, which focuses on safety, integrity, achievement and respect. Woodlawn also values each student's potential and strives to encourage leadership through our Leader in Me initiative school wide. For students who need more assistance with social-emotional needs, we implement a Multi-tiered system of support to provide intervention and progress monitoring. We partner with several outside organizations such as Tri County / New Horizon's Counseling, Good Shepherd Hospice Bereavement Counseling, and Big Brothers/Big Sisters. The Guidance office also makes referrals for students and families to outside agencies to address more significant needs or services.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/180006>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Woodlawn involves business partners in several ways throughout the school year. The Boys and Girls Club of Highlands county, Baker Septic, and Legacy Bikes are our three SAC business partners. Our school also seeks out community sponsorships to sponsor campus beautification projects, leadership signage, and celebration items such as accelerated reader t-shirts. During Literacy Week we reach out into the community and ask leaders to visit our campus and read to the students. Local businesses support our Leader in Me initiative monetarily and by attending Leadership Day in May. Our third grade students participate in Agventure annually. This program involves local farmers conducting workshops in their area of expertise. Donations for school supplies were provided by Home Depot and Agero. The local Elks' club provided start up funds for a new after school art club. This year Woodlawn is starting a DEAL (Drop Everything and Lead) time monthly in which we will seek to find community agencies to help us provide leadership opportunities for all students.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Blackman, Melissa	Principal
Lanier, Pamela	Assistant Principal
Hall, Kelly	Instructional Coach
Brod, Darlene	Teacher, K-12
Gilbert, Christine	Teacher, K-12
Hitt, Jayma	Teacher, K-12
Reser, Jennifer	Teacher, K-12
Tarter, Sue	Teacher, K-12
Wright, Jerry	Teacher, K-12
Griffin, Kelly	Guidance Counselor
Thompson, Debra	Dean
Ritenour, Laura	Teacher, K-12

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The School Leadership Team provides leadership in the form of participating in school improvement planning, delivering staff development, and providing coaching and modeling in the areas of:

- the content/skills/processes of the Florida Standards
- curriculum mapping/articulation and standards-based lesson planning
- standards-based assessments
- effective instructional practices
- continuous improvement model – PDCA

Assists administration in identifying needed resources and professional development needs of the faculty

Assists administration in planning professional development

- Meets regularly with principal and district staff
- Serves as communication liaison among staff, school administration, and district administration
- Stays informed of current educational research and practice
- Attends on-going training and district meetings
- Models professionalism in all roles and responsibilities

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

ELL - The ELL Parent Advisory Council is actively involved in reviewing parent education activities and strategies, as well as student instructional programs and strategies. Title I, Part A, Title I, Part C and Title III staff collaborate to provide quarterly parent education activities. Topics covered include, but are not limited to, acculturation, helping your child in school, English language acquisition, FCAT standards, graduation requirements and post secondary career opportunities.

Title I Part C, Migrant - Provides services to migrant students (PreK-12) and their families. The primary goal of the Migrant program is to improve academic performance of migrant students, and

provide health and guidance to them. The Migrant Early Childhood Program serves 4 year old children in a full time preschool program, focusing on readiness activities. Parent involvement and education is an integral part of the Migrant Program.

Title I Part A - Will provide funds to all district Title 1 schools, in a school wide project format, to target academic assistance to all students, professional development for teachers and parent involvement activities. This grant is also the funding source for implementing the requirements of NCLB which have not been waived by the FLDOE's waiver.

Title II - Provides for teacher professional development and supports all teachers and paraprofessionals to be highly qualified.

Title III - Supports activities to assist students become proficient in English, supports teacher professional development in ELL strategies, parent involvement, and education.

SAI - SAI funds will be coordinated with Title I funds to provide summer school for Level 1 readers.

Nutrition Programs - LEA participates in the federal Free/Reduced lunch program and the free breakfast for all students program. Snack is also provided for afterschool care and afterschool tutoring programs. Summer food programs are provided at various school sites and community locations. The USDA fruit and vegetable grant will also be provided at Fred Wild Elementary School.

Homeless - Student Services coordinates with Title 1 Part A to provide resources (school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education (FAPE).

Migrant Parent Advisory - The Migrant Parent Advisory is actively involved in reviewing parent educational activities and strategies, as well as student instructional programs.

Exceptional Students Education - This Parent Advisory Council is actively involved in reviewing parent educational activities and strategies.

IDEA - Supplemental instructional support provided by Federal funds will be discussed with parents during the development of the Students' IEP.

District Parent Advisory for Advance Academics - This Parent Advisory Council is actively involved in the support and increasing the advanced academic program.

District School Advisory Council - This Parent Advisory Council represents each school in the District. The DSAC reviews Code Of Conduct, Student Progression Plans, Parent Involvement Plans, and other items of concern.

Title X & Title 1A - Student Services coordinates with Title 1 Part A and Title X to provide resources (school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education (FAPE). Title X also funds a homeless advocate for homeless students.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Iris Dejongh	Teacher
Evelyn Condo	Teacher
Jaci Stocking	Teacher
Kendra Fout	Teacher
Jessica Turner	Teacher
Kathy Shoemaker	Teacher
Debra Thompson	Teacher
Legacy Bikes, Jody Swaine	Business/Community
Baker Septic, Lisa Baker	Business/Community
Angel Nowling	Parent
Joanna Cochlin	Parent
Michelle Leidel	Parent
Tracy Tejon	Parent
Amy Reed	Parent
Adriana Magri	Parent
Andrew Floresta	Parent
Maria Ortega	Parent
Daylenis Reyes	Parent
Norma Vera	Parent
Tiffany Thiri	Parent
Jian Zhang	Parent
	Student
Tony Vazquez	Teacher
Boys and Girls Club, Woodraun Wright	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

During the SAC meeting in October data will be reviewed. Because FSA scores have been delayed we will use the end of 2014-2015 school year iReady math and reading data in conjunction with our first diagnostic of the 2015-2016 school year. The 2014-2015 FCAT Science data will be included in the analysis.

Development of this school improvement plan

The School leadership team disaggregated 2014-2015 data and identified target areas for improvement.

Preparation of the school's annual budget and plan

During the October 2015 meeting the new SAC members will finalize allocations and expenditures for the 2015-2016 SIP.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

\$20000 - During the day and after school tutoring program for Level 1 and Level 2 students in 3rd, 4th and 5th grade.

\$3,500 - Staff development - Kagan strategies, The Leader In Me

\$2,500 - materials to support School Wide Positive Behavior Interventions and Support

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Blackman, Melissa	Principal
Lanier, Pamela	Assistant Principal
Hall, Kelly	Instructional Coach
Brod, Darlene	Teacher, K-12
Gilbert, Christine	Teacher, K-12
Hitt, Jayma	Teacher, K-12
Reser, Jennifer	Teacher, K-12
Tarter, Sue	Teacher, K-12
Thompson, Debra	Teacher, K-12
Wright, Jerry	Teacher, K-12
Griffin, Kelly	Guidance Counselor
Ritenour, Laura	

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will focus on unwrapping the Florida Standards while working to increase the number of students reaching proficiency in Reading and demonstrating on grade level proficiency. The reading coach and Professional Learning Communities disaggregate data and plan strategies for students struggling in reading. Woodlawn's AR program is a school wide initiative that promotes and rewards independent reading. Reading success through AR is a school wide goal through our Leader in Me Program. The entire school has a goal as well as each class and student. Business and community leaders provide a model of success while reading to classes during Literacy week when the joy and importance of reading is celebrated every day. Tutoring will be provided for students in 3rd, 4th, and 5th grade who did not reach proficiency on the Florida State Assessment.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Woodlawn Elementary School continues to move toward implementation of Professional Learning Communities where teachers analyze student data, share ideas and knowledge, exchange techniques and strategies, observe each other, collaborate on instructional projects, and reflect on instruction. All teachers belong to a grade level team that meets once a week. The school's schedule is designed in such a way that teachers have a 40 minute planning period daily with at least one other teacher on their same grade level. Once a week a common planning time is provided for the entire team. During team meetings, teachers review student data with the reading coach, STEM coach, and guidance counselor. Students participating in tier 2 and 3 of the MTSS are discussed as well as students that may need to receive extra support. Teams plan together weekly. Four days have been set aside this year when substitute teachers will provide coverage for teams so they can meet together, analyze data, progress monitor, strategize, and problem solve to help move students toward proficiency. Our professional development plan was created after reviewing data with teachers. Much of our professional development is implemented by the teachers. We also provide coverage for teachers to observe each other throughout the school year. We have 2 teachers departmentalizing this year. Each new teacher is assigned a mentor and a peer evaluator. Teachers that have been identified as needing extra support are provided a mentor also.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

A focus of recruiting highly qualified teachers is to interview ESOL endorsed applicants and aim to hire highly qualified teachers with classroom experience. Administrators ensure that teachers enroll in coursework and participate in professional development specific to their needs. Multiple interview methods are used to include face to face, phone, and video conferencing. Teams meet weekly to lesson plan, analyze student, classroom and grade level data, and to deepen their understanding of the Florida State Standards.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

All first year teachers (1) are paired with an experienced mentor teacher that has been trained in clinical ed. In most cases the mentor and new teacher are both on the same grade level. Each first year teacher will also be assigned a peer evaluator. New teachers will meet with teams to deepen their understanding of the Florida Standards and apply knowledge through class, grade and school data analysis. Teachers that have been identified as needing extra support are provided a mentor also.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Our school creates ongoing opportunities for teachers to unwrap the Florida Standards. We have planned professional development to address deficits in teacher understanding. Substitutes are provided for teachers to collaboratively unwrap standards, analyze the test specifications and create assessment questions. Standards being addressed are recorded in the lesson plans. Administration, coaches, and curriculum leadership team monitor the implementation of the standards. Textbooks are adopted by the district. Curriculum used by teachers is part of an approved list.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

- Grade level meetings are held on a regular basis to discuss student progress and to analyze data identifying students that need extra support through MTSS.
- Tier 2 and tier 3 interventions are implemented daily. Students in tier 2 are monitored monthly and tier 3 students are monitored weekly.
- Progress monitoring is held three times a year.
- Grade level Data and Team Planning will be conducted 4 times throughout the year to review formative and summative assessments, identify off grade level students, target students for interventions, adjust interventions, and create lessons and interventions.
- Creating a schedule with an uninterrupted 90 minute reading block
- Providing instruction aligned with the Language Arts Florida Standards for their grade level
- Providing resources to support instruction (classroom libraries, texts to support units of study, leveled readers for small group instruction)
- Administering assessments which measure instructed standards
- Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
- Using a balanced literacy approach that includes whole group and small group instruction
- Conducting data chats with students and allowing students to lead data chats with parents
- Targeted instruction is provided through iReady Diagnostic and Instruction.
- We provide services to students in our Exceptional Student Education program through the support facilitation model.
- An after school and during school tutoring program targets students performing below proficiency

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year:

After school academic tutoring 2 days a week focused on Reading and/or Math. Target students are 3rd, 4th & 5th students identified as not demonstrating reading proficiency on either the previous year FSA or current grade level indicators.

Strategy Rationale

The tutors provide direct instruction on target skills

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Blackman, Melissa, blackmam@highlands.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Progress monitoring assessments will include iReady, proficiency on Grade Level Indicators, Classroom Assessments.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Pre K migrant program provides services to 3-4 year old migrant children at our school. Home school liaisons will assist families in registering and obtaining information concerning entrance into the Kindergarten Learning Center within the Sebring area. Kindergarten students do not attend Woodlawn Elementary School. In the spring our first grade team leader and guidance counselor schedule an articulation meeting with staff at the Kindergarten Learning Center to share academic and behavior data about incoming first grade students.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Students will be authentically engaged through teachers providing instructional delivery in multiple, differentiated levels of intensity so that student proficiency will increase on the annual statewide assessments in all content areas.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Students will be authentically engaged through teachers providing instructional delivery in multiple, differentiated levels of intensity so that student proficiency will increase on the annual statewide assessments in all content areas. 1a

G073746

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	50.0
FSA Mathematics - Achievement	55.0
One or More Suspensions	10.0

Resources Available to Support the Goal 2

- Grade Level Common Planning Time once a week, Instructional Models, District Level Content Area Specialists, Reading & STEM Coach, Mentor Teachers, Teaching Channel, Educational Impact, Computer labs, OnCourse Lesson Planner, Leader In Me, iReady,

Targeted Barriers to Achieving the Goal 3

- Low levels of authentic engagement
- Discipline

Plan to Monitor Progress Toward G1. 8

Progress monitoring team will review individual, classroom, grade level, and school wide data to monitor increases in academic achievement decrease in office discipline referral rates.

Person Responsible

Melissa Blackman

Schedule

Quarterly, from 10/5/2015 to 6/3/2016

Evidence of Completion

lesson plans, classroom walk throughs, increase in student proficiency data, progress monitoring calendar and agenda, classroom discipline referrals

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Students will be authentically engaged through teachers providing instructional delivery in multiple, differentiated levels of intensity so that student proficiency will increase on the annual statewide assessments in all content areas. **1**

 G073746

G1.B1 Low levels of authentic engagement **2**

 B192558

G1.B1.S1 Train staff in instructional practices to increase authentic engagement **4**

 S204048

Strategy Rationale

Research based instructional practices promote a learning environment conducive to authentic engagement.

Action Step 1 **5**

Provide training in implementation of Kagan strategies

Person Responsible

Melissa Blackman

Schedule

On 10/30/2015

Evidence of Completion

registration

Action Step 2 5

Provide opportunities for teachers to observe Kagan structures in use in other classrooms

Person Responsible

Jerry Wright

Schedule

Monthly, from 10/1/2015 to 5/2/2016

Evidence of Completion

Observer reflection and plan of use strategy, lesson plans

Action Step 3 5

Monthly PD on Kagan structures

Person Responsible

Jerry Wright

Schedule

Monthly, from 10/1/2015 to 5/2/2016

Evidence of Completion

sign in sheet and lesson plans

Action Step 4 5

Professional development on centers that increase engagement

Person Responsible

Melissa Blackman

Schedule

Semiannually, from 10/1/2015 to 5/2/2016

Evidence of Completion

lesson plans, center activities

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Observe students authentically engaged across content areas

Person Responsible

Melissa Blackman

Schedule

Daily, from 10/1/2015 to 5/2/2016

Evidence of Completion

Teacher observation, classroom walk throughs

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Analysis of Informal Walk Throughs

Person Responsible

Melissa Blackman


Schedule

Semiannually, from 10/1/2015 to 5/2/2016

Evidence of Completion

Informal walk through data

G1.B1.S2 Implement school wide writing program 4

 S204049

Strategy Rationale

A vertically aligned writing curriculum will increase proficiency scores.

Action Step 1 5

Write Bright Curriculum

Person Responsible

Melissa Blackman

Schedule

On 10/30/2015

Evidence of Completion

participant roster

Action Step 2 5

Writing conferences with students

Person Responsible

Kelly Hall

Schedule

Biweekly, from 10/5/2015 to 6/3/2016

Evidence of Completion

conference folder

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

classroom observations of writing instruction

Person Responsible

Melissa Blackman

Schedule

Monthly, from 10/1/2015 to 5/2/2016

Evidence of Completion

observation spreadsheet

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Review of writing conference folders

Person Responsible

Kelly Hall

Schedule

Monthly, from 10/1/2015 to 5/2/2016

Evidence of Completion

observation spreadsheet

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Review rubric scores for benchmark writing tasks

Person Responsible

Kelly Hall

Schedule

Quarterly, from 10/5/2015 to 6/3/2016

Evidence of Completion

Rubric scores

G1.B2 Discipline 2

 B192559

G1.B2.S1 Implement The Leader In Me initiative with fidelity 4

 S204050

Strategy Rationale

If we implement The Leader in Me with fidelity we expect to see Increases in students' self-confidence, teamwork, initiative, creativity, leadership, problem solving, communication, diversity awareness, and self-directed learning. We also expect an improved school culture, dramatic decreases in disciplinary issues, increased teacher pride and engagement, and greater parent satisfaction and involvement.

Action Step 1 5

Monthly Lighthouse Team Meetings

Person Responsible

Jerry Wright

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Implementation Plan

Action Step 2 5

Leader in Me Training for New Teachers

Person Responsible

Melissa Blackman

Schedule

On 8/5/2015

Evidence of Completion

Participant Roster

Action Step 3 5

Leader In Me Symposium

Person Responsible

Jerry Wright

Schedule

On 1/21/2016

Evidence of Completion

Participant Roster

Action Step 4 5

Students will maintain a leadership notebook

Person Responsible

Jerry Wright

Schedule

On 5/2/2016

Evidence of Completion

leadership notebook

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Monthly Lighthouse Team Meeting

Person Responsible

Jerry Wright

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Evidence of Completion

Agenda, minutes

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Review of discipline data

Person Responsible

Pamela Lanier


Schedule

Monthly, from 9/2/2015 to 5/27/2016

Evidence of Completion

decrease in discipline referrals

G1.B2.S2 Implement PBiS School Wide with fidelity 4

 S204051

Strategy Rationale

PBiS places an emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

Action Step 1 5

School Wide SOAR Store for positive reinforcement opportunities

Person Responsible

Debra Thompson

Schedule

Monthly, from 9/1/2015 to 6/1/2016

Evidence of Completion

Calendar

Action Step 2 5

Establish quarterly school wide celebrations for positive behavior

Person Responsible

Debra Thompson

Schedule

Quarterly, from 9/2/2015 to 6/3/2016

Evidence of Completion

Calendar, School Wide PBiS plan

Action Step 3 5

Training on implementation of School Wide PBiS for new teachers/staff

Person Responsible

Debra Thompson

Schedule

On 8/14/2015

Evidence of Completion

participation roster

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Monthly PBiS meeting

Person Responsible

Debra Thompson

Schedule

Monthly, from 8/12/2015 to 6/1/2016

Evidence of Completion

Agenda, Minutes

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Review Discipline Data

Person Responsible

Pamela Lanier

Schedule

Monthly, from 9/2/2015 to 5/27/2016

Evidence of Completion

Decrease in discipline

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Provide training in implementation of Kagan strategies	Blackman, Melissa	10/1/2015	registration	10/30/2015 one-time
G1.B1.S2.A1	Write Bright Curriculum	Blackman, Melissa	9/14/2015	participant roster	10/30/2015 one-time
G1.B2.S1.A1	Monthly Lighthouse Team Meetings	Wright, Jerry	8/31/2015	Implementation Plan	6/3/2016 monthly
G1.B2.S2.A1	School Wide SOAR Store for positive reinforcement opportunities	Thompson, Debra	9/1/2015	Calendar	6/1/2016 monthly
G1.B1.S1.A2	Provide opportunities for teachers to observe Kagan structures in use in other classrooms	Wright, Jerry	10/1/2015	Observer reflection and plan of use strategy, lesson plans	5/2/2016 monthly
G1.B1.S2.A2	Writing conferences with students	Hall, Kelly	10/5/2015	conference folder	6/3/2016 biweekly
G1.B2.S1.A2	Leader in Me Training for New Teachers	Blackman, Melissa	8/4/2015	Participant Roster	8/5/2015 one-time
G1.B2.S2.A2	Establish quarterly school wide celebrations for positive behavior	Thompson, Debra	9/2/2015	Calendar, School Wide PBIS plan	6/3/2016 quarterly
G1.B1.S1.A3	Monthly PD on Kagan structures	Wright, Jerry	10/1/2015	sign in sheet and lesson plans	5/2/2016 monthly
G1.B2.S1.A3	Leader In Me Symposium	Wright, Jerry	1/19/2016	Participant Roster	1/21/2016 one-time
G1.B2.S2.A3	Training on implementation of School Wide PBIS for new teachers/staff	Thompson, Debra	8/14/2015	participation roster	8/14/2015 one-time
G1.B1.S1.A4	Professional development on centers that increase engagement	Blackman, Melissa	10/1/2015	lesson plans, center activities	5/2/2016 semiannually
G1.B2.S1.A4	Students will maintain a leadership notebook	Wright, Jerry	10/1/2015	leadership notebook	5/2/2016 one-time
G1.MA1	Progress monitoring team will review individual, classroom, grade level, and school wide data to monitor increases in academic achievement decrease in office discipline referral rates.	Blackman, Melissa	10/5/2015	lesson plans, classroom walk throughs, increase in student proficiency data, progress monitoring calendar and agenda, classroom discipline referrals	6/3/2016 quarterly
G1.B1.S1.MA1	Analysis of Informal Walk Throughs	Blackman, Melissa	10/1/2015	Informal walk through data	5/2/2016 semiannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Observe students authentically engaged across content areas	Blackman, Melissa	10/1/2015	Teacher observation, classroom walk throughs	5/2/2016 daily
G1.B2.S1.MA1	Review of discipline data	Lanier, Pamela	9/2/2015	decrease in discipline referrals	5/27/2016 monthly
G1.B2.S1.MA1	Monthly Lighthouse Team Meeting	Wright, Jerry	8/31/2015	Agenda, minutes	6/3/2016 monthly
G1.B1.S2.MA1	Review rubric scores for benchmark writing tasks	Hall, Kelly	10/5/2015	Rubric scores	6/3/2016 quarterly
G1.B1.S2.MA1	classroom observations of writing instruction	Blackman, Melissa	10/1/2015	observation spreadsheet	5/2/2016 monthly
G1.B1.S2.MA3	Review of writing conference folders	Hall, Kelly	10/1/2015	observation spreadsheet	5/2/2016 monthly
G1.B2.S2.MA1	Review Discipline Data	Lanier, Pamela	9/2/2015	Decrease in discipline	5/27/2016 monthly
G1.B2.S2.MA1	Monthly PBiS meeting	Thompson, Debra	8/12/2015	Agenda, Minutes	6/1/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Students will be authentically engaged through teachers providing instructional delivery in multiple, differentiated levels of intensity so that student proficiency will increase on the annual statewide assessments in all content areas.

G1.B1 Low levels of authentic engagement

G1.B1.S1 Train staff in instructional practices to increase authentic engagement

PD Opportunity 1

Provide training in implementation of Kagan strategies

Facilitator

Kagan Trainers

Participants

New teachers for first day of training and teachers willing to share and model for continued PD

Schedule

On 10/30/2015

PD Opportunity 2

Monthly PD on Kagan structures

Facilitator

ECET2 teachers

Participants

Teachers

Schedule

Monthly, from 10/1/2015 to 5/2/2016

PD Opportunity 3

Professional development on centers that increase engagement

Facilitator

District Content Specialists, Reading Coach, STEM Coach

Participants

teachers

Schedule

Semiannually, from 10/1/2015 to 5/2/2016

G1.B1.S2 Implement school wide writing program

PD Opportunity 1

Write Bright Curriculum

Facilitator

Kelly Hall

Participants

Students

Schedule

On 10/30/2015

G1.B2 Discipline

G1.B2.S1 Implement The Leader In Me initiative with fidelity

PD Opportunity 1

Leader in Me Training for New Teachers

Facilitator

Lighthouse Team

Participants

All Staff

Schedule

On 8/5/2015

PD Opportunity 2

Leader In Me Symposium

Facilitator

Covey Trainers

Participants

Lighthouse Representatives

Schedule

On 1/21/2016

G1.B2.S2 Implement PBiS School Wide with fidelity

PD Opportunity 1

Training on implementation of School Wide PBiS for new teachers/staff

Facilitator

Debra Thompson / PBIS team

Participants

new staff

Schedule

On 8/14/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Students will be authentically engaged through teachers providing instructional delivery in multiple, differentiated levels of intensity so that student proficiency will increase on the annual statewide assessments in all content areas.

G1.B1 Low levels of authentic engagement

G1.B1.S1 Train staff in instructional practices to increase authentic engagement

PD Opportunity 1

Provide opportunities for teachers to observe Kagan structures in use in other classrooms

Facilitator

ECET teachers

Participants

Teachers

Schedule

Monthly, from 10/1/2015 to 5/2/2016

G1.B2 Discipline

G1.B2.S1 Implement The Leader In Me initiative with fidelity

PD Opportunity 1

Monthly Lighthouse Team Meetings

Facilitator

Jerry Wright

Participants

Lighthouse team

Schedule

Monthly, from 8/31/2015 to 6/3/2016

Budget

Budget Data

1	G1.B1.S1.A1	Provide training in implementation of Kagan strategies				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0051 - Woodlawn Elementary School	Title I Part A		\$2,500.00
<i>Notes: Kagan training Cooperative Learning</i>						
2	G1.B1.S1.A2	Provide opportunities for teachers to observe Kagan structures in use in other classrooms				\$566.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0051 - Woodlawn Elementary School	Title I Part A		\$566.00
<i>Notes: Instructional substitutes for classroom coverage</i>						
3	G1.B1.S1.A3	Monthly PD on Kagan structures				\$0.00
4	G1.B1.S1.A4	Professional development on centers that increase engagement				\$0.00
5	G1.B1.S2.A1	Write Bright Curriculum				\$1,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0051 - Woodlawn Elementary School	Title I Part A		\$1,500.00
<i>Notes: Write Bright</i>						
6	G1.B1.S2.A2	Writing conferences with students				\$0.00
7	G1.B2.S1.A1	Monthly Lighthouse Team Meetings				\$0.00
8	G1.B2.S1.A2	Leader in Me Training for New Teachers				\$0.00
9	G1.B2.S1.A3	Leader In Me Symposium				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0051 - Woodlawn Elementary School			\$0.00
<i>Notes: teacher stipends to attend pd</i>						
10	G1.B2.S1.A4	Students will maintain a leadership notebook				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0051 - Woodlawn Elementary School	Other		\$1,000.00
<i>Notes: purchase notebook materials</i>						
11	G1.B2.S2.A1	School Wide SOAR Store for positive reinforcement opportunities				\$500.00

Budget Data							
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			District-Wide	Other		\$500.00	
<i>Notes: items for SOAR store</i>							
12	G1.B2.S2.A2	Establish quarterly school wide celebrations for positive behavior					\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16	
			0051 - Woodlawn Elementary School	Other		\$2,000.00	
<i>Notes: items for quarterly PBIS celebrations</i>							
13	G1.B2.S2.A3	Training on implementation of School Wide PBiS for new teachers/staff					\$0.00
Total:						\$8,066.00	