Woodlawn Elementary School

2019-20 Schoolwide Improvement Plan

Table of Contents

Woodlawn Elementary School

817 WOODLAWN DR, Sebring, FL 33870

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

Demographics

Principal: Jerry Wright

Start Date for this Principal: 8/19/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (52%) 2017-18: C (48%) 2016-17: B (54%) 2015-16: C (48%) 2014-15: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Highlands County School Board on 10/8/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

Table of Contents

Woodlawn Elementary School

817 WOODLAWN DR, Sebring, FL 33870

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

School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	82%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	59%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	B	C

School Board Approval

This plan was approved by the Highlands County School Board on 10/8/2019.

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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. 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: School Information

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 Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team**:**

Name	Title	Job Duties and Responsibilities
Spencer, Jon	Principal	
Hall, Kelly	Instructional Coach	
Brod, Darlene	Teacher, K-12	
Gilbert, Christine	Teacher, ESE	
Hitt, Jayma	Teacher, K-12	
Tarter, Sue	Teacher, K-12	
Wright, Jerry	Assistant Principal	
Thompson, Debra	Dean	
Ritenour, Laura	Teacher, K-12	
Judah, Dara	Instructional Coach	
Perez, Penny	School Counselor	
McHargue, Andria	Teacher, K-12	
Zenner, Jen	Teacher, K-12	

Early Warning Systems

Current Year

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	126	131	136	111	147	0	0	0	0	0	0	0	651
Attendance below 90 percent	0	11	11	14	6	11	0	0	0	0	0	0	0	53
One or more suspensions	0	1	1	2	0	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	13	1	7	9	10	0	0	0	0	0	0	0	40
Level 1 on statewide assessment	0	0	0	6	24	24	0	0	0	0	0	0	0	54

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	3	1	4	16	22	0	0	0	0	0	0	0	46

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	29	24	29	19	54	0	0	0	0	0	0	0	155
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)

38

Date this data was collected or last updated

Thursday 8/15/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	12	6	11	9	6	0	0	0	0	0	0	0	44
One or more suspensions	0	25	12	18	22	18	0	0	0	0	0	0	0	95
Course failure in ELA or Math	0	26	2	5	4	8	0	0	0	0	0	0	0	45
Level 1 on statewide assessment	0	0	0	31	32	25	0	0	0	0	0	0	0	88

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	7	4	7	0	0	0	0	0	0	0	18

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	12	6	11	9	6	0	0	0	0	0	0	0	44
One or more suspensions	0	25	12	18	22	18	0	0	0	0	0	0	0	95
Course failure in ELA or Math	0	26	2	5	4	8	0	0	0	0	0	0	0	45
Level 1 on statewide assessment	0	0	0	31	32	25	0	0	0	0	0	0	0	88

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	7	4	7	0	0	0	0	0	0	0	18

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	52%	50%	57%	53%	50%	55%
ELA Learning Gains	53%	54%	58%	61%	56%	57%
ELA Lowest 25th Percentile	51%	49%	53%	46%	47%	52%
Math Achievement	58%	57%	63%	60%	59%	61%
Math Learning Gains	61%	57%	62%	56%	54%	61%
Math Lowest 25th Percentile	42%	44%	51%	50%	42%	51%
Science Achievement	46%	45%	53%	49%	47%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	0 (0)	126 (0)	131 (0)	136 (0)	111 (0)	147 (0)	651 (0)
Attendance below 90 percent	0 (0)	11 (12)	11 (6)	14 (11)	6 (9)	11 (6)	53 (44)
One or more suspensions	0 (0)	1 (25)	1 (12)	2 (18)	0 (22)	0 (18)	4 (95)
Course failure in ELA or Math	0 (0)	13 (26)	1 (2)	7 (5)	9 (4)	10 (8)	40 (45)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	6 (31)	24 (32)	24 (25)	54 (88)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	58%	50%	8%	58%	0%
	2018	50%	48%	2%	57%	-7%
Same Grade Comparison		8%				
Cohort Comparison						
04	2019	48%	49%	-1%	58%	-10%
	2018	42%	45%	-3%	56%	-14%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		6%				
Cohort Comparison		-2%				
05	2019	43%	45%	-2%	56%	-13%
	2018	55%	47%	8%	55%	0%
Same Grade Comparison		-12%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	56%	56%	0%	62%	-6%
	2018	63%	61%	2%	62%	1%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2019	58%	60%	-2%	64%	-6%
	2018	52%	53%	-1%	62%	-10%
Same Grade Comparison		6%				
Cohort Comparison		-5%				
05	2019	50%	49%	1%	60%	-10%
	2018	57%	52%	5%	61%	-4%
Same Grade Comparison		-7%				
Cohort Comparison		-2%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	42%	43%	-1%	53%	-11%
	2018	51%	50%	1%	55%	-4%
Same Grade Comparison		-9%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	29	40	43	37	49	39	17				
ELL	13	32		25	37						
BLK	25	42	45	30	44	36	13				
HSP	52	57	59	53	60	39	33				
MUL	42	36		67	55						
WHT	64	55	47	71	68	58	63				
FRL	50	53	49	54	60	39	39				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	14	21	21	23	33	35	20				
ELL	11	42		28	50	50					
BLK	32	39	27	33	35	28	50				
HSP	41	44	35	57	44	43	38				
MUL	36			82							
WHT	65	52	29	75	69	44	70				
FRL	46	45	33	59	53	37	55				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	16	30	28	26	22	28	11				
ELL	26	50	45	41	60	55	36				
BLK	42	59	47	29	55	65	19				
HSP	44	57	40	55	50	38	46				
WHT	63	63	54	74	61	50	60				
FRL	49	61	47	56	55	50	43				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	433
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	36
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	35

English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	52
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	52
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

This year the data component that showed the lowest performance was the learning gains of the lowest 25% in the area of math at 42%. While this was our lowest component, it actually improved 3% from the previous year. Time constraints limit the amount of opportunity to provide intensive interventions to struggling students.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

This year the percentage of students that showed proficiency in science dropped 9%. We have noticed that over the past few years that reading achievement correlates directly to the success that students have in science achievement. We must also continue to ensure consistent science instruction throughout all grade levels.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state average was our learning gains in the bottom quartile in math. The gap was 9%. Based on our 2017-18 data, our bottom quartile in reading was a largest need. We put many of our resources into closing that gap. While the math still increased 3%, the gap is still wide in comparison with the state.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement were the learning gains of the lowest quartile of students in reading. We utilized our Title 1 budget to hire intervention paras who monitored students not in need of intervention, and allowed our highly qualified teachers to provide intensive, uninterrupted intervention in reading. We also identified and monitored the progress of these students throughout the year.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

One area of concern from the previous year that we plan to address this year from our Early Warning Systems Data is the number of students that were suspended from school the previous year. That number has grown this over the past few years. Another area of concern is number of students that have missed more than 10% of school.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. SWD
2. ELL
3. African American Students
4. Math Proficiency
5. Science Achievement

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Math Proficiency
Rationale	This is an area in which we wish to make growth in this upcoming year. We saw a three percent decrease from the year before. We believe a focus on our lowest sub-populations and bottom quartile will have an impact on our student learning gains and ultimately the number of students scoring proficient in the area of math.
State the measurable outcome the school plans to achieve	Increase the percentage of students achieving math proficiency from 58% to 60% on the Florida Standards Assessment.
Person responsible for monitoring outcome	Jon Spencer (spencej@highlands.k12.fl.us)
Evidence-based Strategy	Grade levels will actively participate in Professional Learning Communities twice a month focusing on math content. PLCs will include: pacing guide overview, essential standard focus, formative assessment data review, and planning for remediation.
Rationale for Evidence-based Strategy	Professional Learning Communities will help to ensure we are implementing standards aligned curriculum during our core instruction while also making strategic plans for our student in need of additional instruction/remediation through the use of common formative assessments and small group instruction.

Action Step	
Description	1. All teachers will attend math focused PLC twice a month with their grade level. PLCs will include: pacing guide overview, essential standard focus, formative assessment data review, and planning for remediation. 2. Our bottom quartile will be identified in 3rd(retainees), 4th, and 5th grades. Students identified in the bottom quartile will be supported through an additional 30 minute intervention group 3x per week using supplemental math resources (tier 2). 3. Students that fall into our ELL, African American, and ESE populations will also be identified and their progress will be monitored quarterly with teachers, administration, and MTSS team. 4. Math Connections Committee Reps at each grade level will attend district math PD to bring back information to teams. These reps also help facilitate the math PLCs for their grade levels twice a month. 5. Classroom teachers will pull math small groups in 4th and 5th grades to provide the intervention the students that are indicated to have the greatest need through our bi-weekly PLC meetings.
Person Responsible	Jerry Wright (wrightj@highlands.k12.fl.us)

#2	
Title	Student Learning Gains in ELA
Rationale	We were very pleased with our students growth the previous school year and we wish to continue this trend as we believe it will continue to increase student proficiency as well. However we under performed in the following sub-populations: ELL, African-American, and ESE students. We believe a focus on these sub-populations and bottom quartile will have an impact on continued growth in student learning gains and ultimately the number of students scoring proficient in the area of ELA.
State the measurable outcome the school plans to achieve	We will increase the percentage of students that make their years learning fain in ELA from 53% to 56% as evidenced on the 2019-20 Florida State Assessment.
Person responsible for monitoring outcome	Jon Spencer (spencej@highlands.k12.fl.us)
Evidence-based Strategy	Grade levels will actively participate in Professional Learning Communities twice a month focusing on English-Language Arts content. PLCs will include: pacing guide overview, essential standard focus, formative assessment data review, and planning for remediation. PLCs will help to ensure we are implementing standards aligned curriculum during our core instruction (tier 1).
Rationale for Evidence-based Strategy	Professional Learning Communities will help to ensure we are implementing standards aligned curriculum during our core instruction while also making strategic plans for our student in need of additional instruction/remediation through the use of common formative assessments and small group instruction.
Action Step	
Description	1. Grade levels will actively participate in Professional Learning Communities twice a month focusing on English-Language Arts content. 2. We will implement our WIN (What I Need) groups four times per week for 30 minutes. During this time, students identified needing additional support/intervention receive intensive intervention by a highly-qualified teacher while the on-grade level students go to computer-lab to complete iReady individualized lessons. 3. For our bottom quartile students in ELA (4th & 5th grades) we are implementing a specialized small group instruction model for those students 5 days per week where they will receive modified core instruction in addition to supplemental intervention based resources to help close the gaps. 4. Using Title 1 funds, we hire three intervention para-professionals, they pull groups of students who only receive tier 1 services 4x per week to the computer lab to complete iReady during the grade level scheduled WIN times. 5. 2 of our ESE support facilitation teachers are instructing the specialized and intensive small groups for 4th and 5th grade bottom quartile students.
Person Responsible	Jerry Wright (wrightj@highlands.k12.fl.us)

#3	
Title	Science Proficiency
Rationale	We saw a decline in the number of students that scored a Level 3 or above on the Science Assessment

State the measurable outcome the school plans to achieve	Increase the percentage of students achieving proficiency on the 2019-20 Florida State Assessment from 46% to 50%.
Person responsible for monitoring outcome	Jon Spencer (spencej@highlands.k12.fl.us)
Evidence-based Strategy	Grade levels will actively participate in Professional Learning Communities twice a month focusing on science content.
Rationale for Evidence-based Strategy	Professional Learning Communities will help to ensure we are implementing standards aligned curriculum during our core instruction while also making strategic plans for our student in need of additional instruction/remediation through the use of common formative assessments and an increase in the use of the 5E Model of Instruction.

Action Step	
Description	1. Grade levels will actively participate in Professional Learning Communities twice a month focusing on science content. PLCs will include: pacing guide overview, essential standard focus, and formative assessment data review. PLCs will help to ensure we are implementing standards aligned curriculum during our core instruction (tier 1) as well as incorporating the elements of effective instruction (5E) in our lessons. 2. Continue to implement hybrid teaching models that allow teachers to concentrate efforts in the area of science instruction. Our first cohort that began in third grade using this model is now in fifth grade. We will be comparing/analyzing the data of these students to those that did not have this opportunity to see what impact this direct instruction had. 3. Science Connections Committee Reps at each grade level will attend district science PD to bring back information to teams. These reps also help facilitate the science PLCs for their grade levels twice a month. 4. Each grade level will take the district provided common assessments in the three domains of science. The results of these assessments will be monitored by the grade level and administrative team. 5. 5th grade will take two science baseline assessments to help progress monitor performance on the statewide science assessment in May.
Person Responsible	Jerry Wright (wrightj@highlands.k12.fl.us)

#4	
Title	School-Wide Discipline (Focus on use of ISS/OSS)
Rationale	We have seen a trend over the past few years of the number of times that suspensions have been used as the form of discipline for our students that are making poor choices. These exclusionary practices have increased over the past year and a half meaning that students are out of their classroom setting more. We believe that we must refocus and refine our school-wide behavioral supports and examine how we respond to minor infractions that occur on campus.

State the measurable outcome the school plans to achieve	We plan to decrease the percentage of In-school and Out of School Suspensions by 10%.
Person responsible for monitoring outcome	Jon Spencer (spencej@highlands.k12.fl.us)
Evidence-based Strategy	Positive Behavior Interventions and Supports
Rationale for Evidence-based Strategy	PBIS implementation involves explicitly prompting, modeling, practicing, and encouraging positive expected social skills across settings and individuals. When students are taught to effectively use relevant expected social skills for themselves and with others, school climates are described as more positive, learning environments are designated as safer, and student-educator relationships are referred to as more trusting and respectful. (Excerpt taken PBiS Website FAQs, July 2018)

Action Step	
Description	1. Refocus Tier 1 Behavior System, especially the use of SOAR Bucks. 2. Monitor exclusionary practices monthly with PBiS Team. 3. Train staff on building relationship agreements and the use of minor infractions for infractions that are not deemed major infractions. 4. Streamlining celebrations/recognition to directly support Tier 1 Behavioral System 5. Analyze monthly feedback given by grade levels regarding new systems and adjust as needed.
Person Responsible	Jon Spencer (spencej@highlands.k12.fl.us)

#5	
Title	Attendance
Rationale	We understand that if a student is not at school, they are not learning. While there are many very legitimate reasons that a child may need to miss school, there are also too many of our students that are missing more than 10% of the school year.
State the measurable outcome the school plans to achieve	We will decrease the number of students missing 10% of school or more by 5%.
Person responsible for monitoring outcome	Jon Spencer (spencej@highlands.k12.fl.us)
Evidence-based Strategy	Effective Messaging and Engagement of Parents and Students
Rationale for Evidence-based Strategy	In a study done by Attendance Works stated the researchers found that alerting parents to how many days their students missed was most effective, reducing total absences by 6 percent and the share of students who were chronically absent by 10 percent, when compared to similar students not involved. (Attendance Works Playbook, 2019)
Action Step	
Description	1. Meet with social worker every Wednesday to review attendance and determine the type of action needed for those showing a positive and negative attendance trend. 2. Make more positive callouts to parents and families that have had students that have been chronically absent, however are showing positive trends this school year. 3. Have monthly face to face meetings with parents to make them aware of negative attendance trends. 4. Set up action plans for parents and families to support them getting their student to school. 5. SARC Committee will review monthly those action plans and family progress.
Person Responsible	Jon Spencer (spencej@highlands.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

At Woodlawn Elementary School we have a Parent Lighthouse Team composed of action teams where parents can get involved in activities on campus that fit their passions. Examples of parent action teams include: staff appreciation, beautification projects, fundraising, and major school events. Our school utilizes a variety of communication mechanisms to keep our families and community involved which include a school website, school newsletter, Facebook, and a school app. As a Leader in Me Lighthouse school, our school hosts two family nights focused on the principles of Leader in Me, curriculum, and conferencing with teachers about student progress. We also invite community leaders as well as other schools in our neighboring districts to an annual Leadership Day (We LEAD Da) where individuals interact with staff and students, tour our campus, and participate in classroom walk-throughs. In addition, we have action teams within our school where teachers sign up for different events to help engage our community and families at our school. These events include: Dads and Donuts, Moms and Muffins, Father & Daughter Dance, Crafty Christmas, Mom & Son Date Night, Fall & Spring Curriculum-Conference night, and others.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

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.

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. In addition, our guidance counselor and ESE resource teachers servicing fifth grade students participate in articulation with middle school campuses to help ensure our outgoing students continue on a successful path in middle school. In addition, fifth grade teachers complete class placement recommendations based on assessment data and classroom performance to help with the scheduling of outgoing fifth graders in middle school.

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, and English language acquisition.

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 stduents program. Snack is also provided for afterschool care and afterschool tutoring programs. Summer food programs are provided at various school sites and community locations.

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

As a Leader in Me School, one of our leadership habits is Begin with the End in Mind. When teaching this habit our school encourages students to set not only short-term goals, but also long-term goals which encourage kids to think towards college and careers. We have DEAL Clubs (Drop Everything and Lead) which allows students to interview and participate in a club geared towards their genius, many career oriented. We invite community members to help us facilitate these clubs such as a veterinary assisting club and gardening club.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Math Proficiency				$800.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	3240	239-Other	0051 - Woodlawn Elementary School	Other		$800.00
		Notes: We will purchase the CAMS/STAMS supplemental program from Curriculum Associates to help provide intervention to our bottom quartile students as well as students who are identified in our sub-populations needing improvement (ELL, ESE, and Afrian-American). These resources will be used during our 30 minute intervention time discussed in our math goal.				
2	**III.A.**	**Areas of Focus: Student Learning Gains in ELA**				**$15,000.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3240	140-Substitute Teachers	0051 - Woodlawn Elementary School	Title, I Part A		$15,000.00
		Notes: We utilize Title 1 funds to pay the salaries for three computer lab paras to help monitor students who are only receiving tier 1 services while our highly qualified teachers provide the intensive intervention for our students needing Tier 2 and extra support in reading. The paras will be in the labs 4x per week starting in September, going through April.				
3	**III.A.**	**Areas of Focus: Science Proficiency**				**$0.00**
4	**III.A.**	**Areas of Focus: School-Wide Discipline (Focus on use of ISS/OSS)**				**$0.00**
5	**III.A.**	**Areas of Focus: Attendance**				**$0.00**
					Total:	**$15,800.00**