Woodlawn Elementary School

2021-22 Schoolwide Improvement Plan

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Woodlawn Elementary School

1600 16TH ST N, St Petersburg, FL 33704

http://www.woodlawn-es.pinellas.k12.fl.us

Demographics

Principal: Vickie Graham

Start Date for this Principal: 7/1/2014

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 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* White Students Economically Disadvantaged Students*
School Grades History	2018-19: C (50%) 2017-18: C (41%) 2016-17: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	[Lucinda Thompson](#)
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

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

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.](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.

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School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	C

School Board Approval

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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.

The mission of Woodlawn Elementary is to establish a respectful learning environment that builds the foundation for scholars to have a successful future through relationships, relevance and rigor.

Provide the school's vision statement.

100% Student success

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Keiper, Tammy	Principal	
Richards-Betts, Gwendetta	Assistant Principal	
Vilano, Gina	Instructional Coach	
Ditata, Sharon	Instructional Coach	

Demographic Information

Principal start date
Tuesday 7/1/2014, Vickie Graham

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
1

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Total number of teacher positions allocated to the school
30

Total number of students enrolled at the school
300

Identify the number of instructional staff who left the school during the 2020-21 school year.
7

Identify the number of instructional staff who joined the school during the 2021-22 school year.
11

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	25	38	44	39	39	28	0	0	0	0	0	0	0	213
Attendance below 90 percent	0	17	16	8	12	8	0	0	0	0	0	0	0	61
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	3	5	0	0	0	0	0	0	0	0	0	0	8
Course failure in Math	0	1	2	2	0	0	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	0	0	2	0	0	0	0	0	0	0	3

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	2	3	2	3	0	0	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Thursday 7/1/2021

2020-21 - 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	
Number of students enrolled	24	50	40	46	34	35	0	0	0	0	0	0	0	229
Attendance below 90 percent	0	25	12	9	15	15	0	0	0	0	0	0	0	76
One or more suspensions	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	1	0	7	0	0	0	0	0	0	0	0	8
Course failure in Math	0	0	0	0	6	1	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	13	0	0	0	0	0	0	0	13

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	1	0	7	7	0	0	0	0	0	0	0	15

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	2	3	1	5	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

2020-21 - 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	
Number of students enrolled	24	50	40	46	34	35	0	0	0	0	0	0	0	229
Attendance below 90 percent	0	25	12	9	15	15	0	0	0	0	0	0	0	76
One or more suspensions	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Course failure in ELA	0	0	1	0	7	0	0	0	0	0	0	0	0	8
Course failure in Math	0	0	0	0	6	1	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	9	0	0	0	0	0	0	0	9
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	13	0	0	0	0	0	0	0	13

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	1	0	7	7	0	0	0	0	0	0	0	15

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	2	3	1	5	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				41%	54%	57%	33%	50%	56%
ELA Learning Gains				56%	59%	58%	35%	47%	55%
ELA Lowest 25th Percentile				70%	54%	53%	37%	40%	48%
Math Achievement				48%	61%	63%	48%	61%	62%
Math Learning Gains				54%	61%	62%	50%	56%	59%
Math Lowest 25th Percentile				50%	48%	51%	37%	42%	47%
Science Achievement				29%	53%	53%	46%	57%	55%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	51%	56%	-5%	58%	-7%
Cohort Comparison						
04	2021					
	2019	37%	56%	-19%	58%	-21%
Cohort Comparison		-51%				
05	2021					
	2019	28%	54%	-26%	56%	-28%
Cohort Comparison		-37%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	53%	62%	-9%	62%	-9%
Cohort Comparison						
04	2021					
	2019	50%	64%	-14%	64%	-14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-53%				
05	2021					
	2019	30%	60%	-30%	60%	-30%
Cohort Comparison		-50%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	24%	54%	-30%	53%	-29%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grade 1: MAP Data (50th - 99th Percentile)
Grade 2: MAP Projected Proficiency Reading and Math
Grade 3: MAP Projected Proficiency Reading and Math
Grade 4: MAP Projected Proficiency Reading and Math
Grade 5: MAP Projected Proficiency Reading and Math
Grade 5: Science Common Assessments (5th Grade Standards) Cycle 1 & Cycle 2
Science Diagnostic Data (3rd & 4th Grade Standards) Diagnostic & Mid-Year Diagnostic

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17/46	8/21	13/30
	Economically Disadvantaged	17/46	8/21	13/30
	Students With Disabilities	2/40	2/40	1/20
	English Language Learners	0/0	0/0	0/0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15/41	4/10	11/25
	Economically Disadvantaged	15/41	4/10	11/25
	Students With Disabilities	2/40	0/0	0/0
	English Language Learners	0/0	0/0	0/0

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	15/44	17/46	15/39
	Economically Disadvantaged	15/44	17/46	15/39
	Students With Disabilities	3/30	6/60	5/50
	English Language Learners	0/0	0/0	1/50
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	12/35	13/35	15/39
	Economically Disadvantaged	12/35	13/35	15/39
	Students With Disabilities	3/30	3/30	4/40
	English Language Learners	0/0	0/0	0/0

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	9/24	8/22	6/16
	Economically Disadvantaged	9/24	8/22	6/16
	Students With Disabilities	0/0	0/0	1/8
	English Language Learners	0/0	0/0	0/0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8/21	8/22	6/16
	Economically Disadvantaged	8/21	8/22	6/16
	Students With Disabilities	1/9	0/0	0/0
	English Language Learners	1/2	1/2	1/2

Grade 4				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	9/33	7/26	9/33
	Economically Disadvantaged	9/33	7/26	9/33
	Students With Disabilities	1/3	0/0	1/3
	English Language Learners	NA	NA	NA
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	8/30	5/19	9/33
	Economically Disadvantaged	8/30	5/19	9/33
	Students With Disabilities	0/0	0/0	1/13
	English Language Learners	NA	NA	NA

Grade 5				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	8/24	10/29	7/19
	Economically Disadvantaged	8/24	10/29	7/19
	Students With Disabilities	2/16	1/8	2/16
	English Language Learners	0/0	0/0	0/0
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	6/18	5/14	7/19
	Economically Disadvantaged	6/18	5/14	7/19
	Students With Disabilities	0/0	0/0	0/0
	English Language Learners	0/0	0/0	0/0
Science	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	6/18	19/54	
	Economically Disadvantaged	6/18	19/54	
	Students With Disabilities	0/0	4/33	
	English Language Learners	0/0	0/0	

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	11	23		12	8						
ELL											
BLK	19	48		22	18		24				
HSP	18			27							
WHT	39			39							
FRL	17	37		21	11		11				
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	19	57	82	28	55	53	23				
ELL	30			50							
ASN	60			60							
BLK	23	55	86	30	44	53	10				
HSP	27	45		40	36						
WHT	64	62		70	81						
FRL	36	53	73	44	52	50	24				
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	6	10		15	18						
ASN	77	73		85	73						
BLK	18	21	29	31	43	33	22				
HSP	33	38		50	21						
MUL	10			40							
WHT	44	46		63	69		64				
FRL	29	34	36	48	48	35	43				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	39
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	100
Total Points Earned for the Federal Index	272
Total Components for the Federal Index	7

ESSA Federal Index	
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	11
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	100
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	26
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	23
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	39
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	19
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Our overall proficiency rate is below our goal of 60%. Students with disabilities in grades 3-5 are scoring at a lower proficiency rate then the total grade level.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Proficiency in ELA
Proficiency in Math

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Additional needs for training in differentiating instruction- focused on intervention with focus on rigor and high level of growth, culturally relevant/equitable practices and deliberate planning.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

In 2019, our L25 gains was significantly higher then overall gains. Our Black subgroup and ESE subgroup met the ESSA goals.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Intentional support and planning for intervention for focused students during Power Hour, monitoring of weekly data, and celebrations of growth school-wide.

What strategies will need to be implemented in order to accelerate learning?

Increase use of equitable grading practices, more targeted intervention/enrichment opportunities, further ELP opportunities all with weekly data monitoring.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Monthly PD and data analysis with MTSS/ELS/Math Coach
Monthly PBIS data review with Equity based PD
All staff to included Culturally Relevant Teaching on their growth plans

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Inclusive schedule will be developed to provide support based on student need
Use of ELA Champions, teacher leaders, Restorative Practice leaders and coaches to support collaborative planning for equitable and differentiated instruction.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Our proficiency level is significantly lower then our goal based on MAPS and FSA. We need to ensure that our instructional practices are effective in order to increase student achievement in ELA.
Measurable Outcome:	At least 60% of students will score 3 or above as measured by the 2022 Spring FSA. 100% of students in grades 4-5 will make at least one year of learning gains as measured by the 2022 Spring FSA.
Monitoring:	SBLT will monitor student progress utilizing MAPS, ISIP and weekly standards tracking.
Person responsible for monitoring outcome:	Tammy Keiper (keipert@pcsb.org)
Evidence-based Strategy:	Monitor instruction in the ELA block to ensure instruction in both reading and writing is designed and implemented according to research-based principles.
Rationale for Evidence-based Strategy:	In order for students to increase their level of proficiency in reading and writing, it is imperative that core instruction is implemented utilizing effective strategies that are student-centered and meeting the needs of each and every student. Through continuous monitoring, specific feedback will be given to teachers regarding their instructional practice and achievement of their students.

Action Steps to Implement

Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, as well as extensions/more advanced texts for students above benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data.

Person Responsible Sharon Ditata (ditatas@pcsb.org)

Prioritize engaging students in immense amounts of reading, discussion and writing with feedback, The most important component of the literacy block is ensuring ample time is given to students to read and write appropriate grade-level text with high-quality feedback and opportunities to use the feedback.

Person Responsible Sharon Ditata (ditatas@pcsb.org)

Utilize the ELA Walkthrough tool and other ELA tools to provide weekly feedback to individual ELA teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.

Person Responsible Sharon Ditata (ditatas@pcsb.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Our proficiency level is significantly lower then our goal based on MAPS and FSA. We need to ensure that our instructional practices are effective in order to increase student achievement in Math.
Measurable Outcome:	At least 60% of students will score 3 or above as measured by the 2022 Spring FSA. 100% of students in grades 4-5 will make at least one year of learning gains as measured by the 2022 Spring FSA.
Monitoring:	SBLT will monitor student progress utilizing MAPS and weekly standards tracking.
Person responsible for monitoring outcome:	Gwendetta Richards-Betts (richards-bettsg@pcsb.org)
Evidence-based Strategy:	Monitor the flow of the math block for pacing to include rigorous, grade-level content, purposeful practice and remediation/enrichment.
Rationale for Evidence-based Strategy:	In order for students to increase their level of proficiency in math, it is imperative that core instruction is implemented utilizing effective strategies that are student-centered and meeting the needs of each and every student. Through continuous monitoring, specific feedback will be given to teachers regarding their instructional practice and achievement of their students.

Action Steps to Implement

Monitor the flow of the math block in every class, at least weekly.

Person Responsible	Gina Vilano (villanog@pcsb.org)

Monitor different points of the math block to include transitions/warm-up, core instruction, practice and intervention/enrichment.

Person Responsible	Gina Vilano (villanog@pcsb.org)

Provide support and feedback to teachers as needed based on observations.

Person Responsible	Gina Vilano (villanog@pcsb.org)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Our proficiency level is significantly lower then our goal based on Common Assessments and SSA. We need to ensure that our instructional practices are effective in order to increase student achievement in Science.
Measurable Outcome:	At least 60% of fifth grade students will score a level 3 or above on the Spring 2022 SSA.
Monitoring:	SBLT will monitor student progress utilizing MAPS and weekly standards tracking.
Person responsible for monitoring outcome:	Tammy Keiper (keipert@pcsb.org)
Evidence-based Strategy:	Monitor for consistent and effective instruction that promotes student-centered with rigor in labs, 5E model of instruction, 3-I instructional routine and use of outdoor classroom/garden.
Rationale for Evidence-based Strategy:	In order for students to increase their level of proficiency in science, it is imperative that core instruction is implemented utilizing effective strategies that are student-centered and meeting the needs of each and every student. Through continuous monitoring, specific feedback will be given to teachers regarding their instructional practice and achievement of their students.

Action Steps to Implement

Monitor different points of the science block and across a unit to provide feedback and support to teachers as needed based on observations.

Person Responsible	Tammy Keiper (keipert@pcsb.org)

Monitor specialists lesson plans and implementation of incorporating science into their specials class to provide a real world example of science to build student background knoweledge.

Person Responsible	Tammy Keiper (keipert@pcsb.org)

Monitor instructional practices and integration of instruction utilizing the outdoor classroom/garden.

Person Responsible	Tammy Keiper (keipert@pcsb.org)

#4. ESSA Subgroup specifically relating to Hispanic	
Area of Focus Description and Rationale:	Based on 2019 FSA data, our Hispanic subgroup proficiency level was below our goal. In 2021-22 we do not have enough students to create a Hispanic subgroup. However, we will ensure effective instructional practices are in place to support each and every student.
Measurable Outcome:	At least 60% of students in will score at proficiency or above as measured by the Spring 2022 FSA.
Monitoring:	SBLT will monitor student data using MAPS, ISIP and weekly standards trackers.
Person responsible for monitoring outcome:	Gwendetta Richards-Betts (richards-bettsg@pcsb.org)
Evidence-based Strategy:	Monitor instruction for implementation of culturally relevant instructional practices such as cooperative and small group settings, music and movement, visuals and explicit vocabulary instruction.
Rationale for Evidence-based Strategy:	In order for students to increase their level of proficiency in reading and writing, it is imperative that core instruction is implemented utilizing effective strategies that are student-centered and meeting the needs of each and every student. Through continuous monitoring, specific feedback will be given to teachers regarding their instructional practice and achievement of their students.

Action Steps to Implement

Monitor for the strategic and intentional planning and delivery of instruction that is responsive and engaging to scholars including core, intervention and enrichment.

Person Responsible	Gwendetta Richards-Betts (richards-bettsg@pcsb.org)

All instructional staff will participate in PD focusing on equity, mindset and culturally responsive teaching.

Person Responsible	Gwendetta Richards-Betts (richards-bettsg@pcsb.org)

Bilingual staff will support families at conferences and parent events and ensure communication is sent in the home language.

Person Responsible	Gwendetta Richards-Betts (richards-bettsg@pcsb.org)

#5. Culture & Environment specifically relating to Student Attendance	
Area of Focus Description and Rationale:	Based on 20-21 data, our overall attendance rate was 91.7%. 31% of students (69) had high absences with K and 1 students having the most (24.6% and 23.%)
Measurable Outcome:	The overall attendance rate will meet or exceed 9%% in 2021-22 school year.
Monitoring:	CST meets biweekly to monitor this area of focus.
Person responsible for monitoring outcome:	Tammy Keiper (keipert@pcsb.org)
Evidence-based Strategy:	Use of Attendance Works, family and student education and awareness increasing through communication.
Rationale for Evidence-based Strategy:	Families will support more consistent and higher rates of attendance when they are aware of the implications of attendance on academic and behavioral success.

Action Steps to Implement

CST meets biweekly and reviews overall attendance and documents next steps for any student that shows 10% absent rate.

Person Responsible   Tammy Keiper (keipert@pcsb.org)

Families receive proactive and reactive (problem solving based) communication from teachers, social worker and administrators.

Person Responsible   Tammy Keiper (keipert@pcsb.org)

Attendance incentives are in place with monthly recognition for perfect attendance.

Person Responsible   Tammy Keiper (keipert@pcsb.org)

#6. Culture & Environment specifically relating to Equity & Diversity	
Area of Focus Description and Rationale:	In 2019, our overall ELA proficiency was 50% for total, 43% for black students and 69% for white students. In 20-21, our proficiency for black students was 19% and 39% for white students. The gap of 20% indicates a need to improve instructional practices to close the gap while increasing overall proficiency.
Measurable Outcome:	The percent of Black students achieving ELA proficiency will increase from 43% to 60% as measured by the Spring 2022 FSA ELA.
Monitoring:	SBLT will monitor student progress utilizing MAPS, ISIP and weekly standards tracking.
Person responsible for monitoring outcome:	Tammy Keiper (keipert@pcsb.org)
Evidence-based Strategy:	The gap can be mitigated by reducing the student disengagement through increasing engagement in classroom lessons by making them culturally relevant.
Rationale for Evidence-based Strategy:	If curriculum was more engaging and culturally relevant, the problem would be reduced and Black student performance would increase by 17%. This specific focus will impact all students positively by providing more engaging instruction as well as building their cultural competency.

Action Steps to Implement

Culturally Relevant Teaching will be part of all instructional staff growth plans. Teachers that have not attended AVID CRT will be informed of the upcoming training dates. Teachers that have attended will be sent flyers of upcoming Equity trainings to further their culturally relevant teaching knowledge.

Person Responsible	Tammy Keiper (keipert@pcsb.org)

Instructional Leadership Team Walk Throughs will focus on implementation of strategies learned. Teachers will walk through colleagues rooms during PLCs monthly to provide feedback and see model classrooms.

Person Responsible	Gwendetta Richards-Betts (richards-bettsg@pcsb.org)

Trend data will be reviewed and shared at monthly meetings to determine next steps.

Person Responsible	Tammy Keiper (keipert@pcsb.org)

#7. Culture & Environment specifically relating to Parent Involvement	
Area of Focus Description and Rationale:	Higher parent involvement is indicative of higher academic and behavioral success.
Measurable Outcome:	90% of parents will attend at least one involvement activity per semester.
Monitoring:	Classroom teachers will monitor attendance and/or participation of their students' families. Title I documentation will be utilized to track events and attendance.
Person responsible for monitoring outcome:	Tammy Keiper (keipert@pcsb.org)
Evidence-based Strategy:	A Monthly calendar of events and opportunities will be provided to all families to include academic workshops and student performances. Teachers will utilize school schedule of positive phone calls and conferences to engage with all families consistently.
Rationale for Evidence-based Strategy:	Families can use the calendar to plan ahead to attend school events. Increasing positive interactions between home and school will increase engagement of families.

Action Steps to Implement

Monthly calendars of events will be created and used school-wide. Leadership team meets monthly to review, revise, update as needed.

Person Responsible	Gina Vilano (villanog@pcsb.org)

Positive phone call/conference expectations will be provided to all instructional staff and logs submitted to ensure consistency

Person Responsible	Gwendetta Richards-Betts (richards-bettsg@pcsb.org)

Title I forms for events will be utilized and monitored.

Person Responsible	Tammy Keiper (keipert@pcsb.org)

Bilingual staff will support families at conferences and parent events and ensure communication is sent in the home language.

Person Responsible	Gwendetta Richards-Betts (richards-bettsg@pcsb.org)

#8. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	Our current level of performance shows the number of students receiving referrals during the 20-21 school year was 36, receiving infractions was 193 and receiving support calls was 449. The number of students receiving recognition using our weekly Foundation Builders was 320 and monthly AVID Scholars was 4. The problem is occurring because of an inconsistency in the understanding and application of our positive behavior intervention system.
Measurable Outcome:	For 2021/2022, there will be a 50% increase in the number of positive recognition incentives.
Monitoring:	SBLT will monitor the data of incentives used and share at monthly staff meeting.
Person responsible for monitoring outcome:	Gwendetta Richards-Betts (richards-bettsg@pcsb.org)
Evidence-based Strategy:	If behavior expectations and application of our positive behavior intervention system was clearly defined, communicated, agreed on, implemented consistently by staff, there would be an increase in positive incentives as students would better understand what is expected of them.
Rationale for Evidence-based Strategy:	As referenced in The Learning Sciences Marzano Center's research on Conditions for Learning, staff behaviors that foster a sense of classroom community by acknowledgement and respect for the diversity of each student yields the desired effect of students feeling valued and part of the classroom community. The PBIS Cultural Responsiveness 5-Point Intervention indicates that if culturally responsive elements are embedded into the PBIS system, the problem would be reduced by establishing and maintaining positive relationships with all students thereby enhancing equity in student outcomes.

Action Steps to Implement

Prior to the first day of school with students, the PBIS coordinator will use the Tier 1 Walkthrough Tool to ensure signage reflecting revised Guidelines for Success are posted in common areas and to evaluate evidence of PBIS systems alignment to schoolwide practices. Subsequent walkthroughs will be conducted at least quarterly and followed up upon to correct any missing or misaligned pieces and to monitor consistency in application.

Person Responsible	Gwendetta Richards-Betts (richards-bettsg@pcsb.org)

Our system of recognition will be reviewed, revised and followed through with consistency to provide incentives to students for demonstration of positive and appropriate behaviors that are identified in the expectations. By the end of the first semester, at least 90% of school members (students and staff) will participate in incentive/recognition system and the rewards will be varied based on student interests.

Person Responsible	Tammy Keiper (keipert@pcsb.org)

Staff will contact all students families within first week followed by monthly calls with positive feedback on student performance and log contact into the FOCUS call log. PBIS coordinator will run monthly reports to monitor calls home. Quarterly PBIS celebrations are planned and arranged so that the majority of staff can participate and interact with students at celebratory events.

Person Responsible	Gwendetta Richards-Betts (richards-bettsg@pcsb.org)

Woodlawn's house system will be utilized to establish K-5 relationships with students and staff. Positive recognition and competitions will be scheduled to increase positive interactions, incentives and community building.

Person Responsible	Tammy Keiper (keipert@pcsb.org)

#9. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	Based on 2020-21 FSA data, our Students with Disabilities subgroup proficiency level was below our goal. We will ensure effective instructional practices are in place to support each and every student.
Measurable Outcome:	At least 60% of students in will score at proficiency or above as measured by the Spring 2022 FSA.
Monitoring:	SBLT will monitor student data using MAPS, ISIP and weekly standards trackers.
Person responsible for monitoring outcome:	Christopher Bates (batesc@pcsb.org)
Evidence-based Strategy:	Monitor instruction for implementation of culturally relevant instructional practices such as cooperative and small group settings, music and movement and explicit vocabulary instruction.
Rationale for Evidence-based Strategy:	In order for students to increase their level of proficiency in reading and writing, it is imperative that core instruction is implemented utilizing effective strategies that are student-centered and meeting the needs of each and every student. Through continuous monitoring, specific feedback will be given to teachers regarding their instructional practice and achievement of their students.

Action Steps to Implement

Monitor for the strategic and intentional planning and delivery of instruction that is responsive and engaging to scholars including core, intervention and enrichment

Person Responsible	Tammy Keiper (keipert@pcsb.org)

All instructional staff will participate in PD focusing on equity, mindset and culturally responsive teaching.

Person Responsible	Tammy Keiper (keipert@pcsb.org)

Provide opportunity for students in self-contained students to access general education classes, ELP, enrichment and intervention supports.

Person Responsible	Christopher Bates (batesc@pcsb.org)

#10. ESSA Subgroup specifically relating to Economically Disadvantaged	
Area of Focus Description and Rationale:	Based on 2020-21 FSA data, our Economically Disadvantaged subgroup proficiency level was below our goal. We will ensure effective instructional practices are in place to support each and every student.
Measurable Outcome:	At least 60% of students in will score at proficiency or above as measured by the Spring 2022 FSA.
Monitoring:	SBLT will monitor student data using MAPS, ISIP and weekly standards trackers.
Person responsible for monitoring outcome:	Tammy Keiper (keipert@pcsb.org)
Evidence-based Strategy:	Monitor instruction for implementation of culturally relevant instructional practices such as cooperative and small group settings, music and movement and explicit vocabulary instruction.
Rationale for Evidence-based Strategy:	In order for students to increase their level of proficiency in reading and writing, it is imperative that core instruction is implemented utilizing effective strategies that are student-centered and meeting the needs of each and every student. Through continuous monitoring, specific feedback will be given to teachers regarding their instructional practice and achievement of their students.

Action Steps to Implement

Monitor for the strategic and intentional planning and delivery of instruction that is responsive and engaging to scholars including core, intervention and enrichment.

Person Responsible	Tammy Keiper (keipert@pcsb.org)

All instructional staff will participate in PD focusing on equity, mindset and culturally responsive teaching.

Person Responsible	Tammy Keiper (keipert@pcsb.org)

#11. ESSA Subgroup specifically relating to White	
Area of Focus Description and Rationale:	Based on 2020-21 FSA data, our White subgroup proficiency level was below our goal. We will ensure effective instructional practices are in place to support each and every student.
Measurable Outcome:	At least 60% of students in will score at proficiency or above as measured by the Spring 2022 FSA.
Monitoring:	SBLT will monitor student data using MAPS, ISIP and weekly standards trackers.
Person responsible for monitoring outcome:	Tammy Keiper (keipert@pcsb.org)
Evidence-based Strategy:	Monitor instruction for implementation of culturally relevant instructional practices such as cooperative and small group settings, music and movement and explicit vocabulary instruction.
Rationale for Evidence-based Strategy:	In order for students to increase their level of proficiency in reading and writing, it is imperative that core instruction is implemented utilizing effective strategies that are student-centered and meeting the needs of each and every student. Through continuous monitoring, specific feedback will be given to teachers regarding their instructional practice and achievement of their students.

Action Steps to Implement

Monitor for the strategic and intentional planning and delivery of instruction that is responsive and engaging to scholars including core, intervention and enrichment.

Person Responsible	Tammy Keiper (keipert@pcsb.org)

All instructional staff will participate in PD focusing on equity, mindset and culturally responsive teaching.

Person Responsible	Tammy Keiper (keipert@pcsb.org)

#12. ESSA Subgroup specifically relating to Multi-Racial	
Area of Focus Description and Rationale:	Based on 2020-21 FSA data, our Multiracial subgroup proficiency level was below our goal. We will ensure effective instructional practices are in place to support each and every student.

Measurable Outcome:	At least 60% of students in will score at proficiency or above as measured by the Spring 2022 FSA.
Monitoring:	SBLT will monitor student data using MAPS, ISIP and weekly standards trackers.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Monitor instruction for implementation of culturally relevant instructional practices such as cooperative and small group settings, music and movement and explicit vocabulary instruction.
Rationale for Evidence-based Strategy:	In order for students to increase their level of proficiency in reading and writing, it is imperative that core instruction is implemented utilizing effective strategies that are student-centered and meeting the needs of each and every student. Through continuous monitoring, specific feedback will be given to teachers regarding their instructional practice and achievement of their students.

Action Steps to Implement

Monitor for the strategic and intentional planning and delivery of instruction that is responsive and engaging to scholars including core, intervention and enrichment.

Person Responsible	Tammy Keiper (keipert@pcsb.org)

All instructional staff will participate in PD focusing on equity, mindset and culturally responsive teaching.

Person Responsible	Tammy Keiper (keipert@pcsb.org)

#13. -- Select below -- specifically relating to	
Area of Focus Description and Rationale:	
Measurable Outcome:	
Monitoring:	
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	
Rationale for Evidence-based Strategy:	
Action Steps to Implement	

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on the School Safety Dashboard, Woodlawn is rated 738 out of 1395 schools and is in the moderate range. The number of incidences was 0.6 per 100 students which is less then the statewide elementary school rate of 1.0. The number of violent incidents rated high with 0.57 per 100 and a statewide rank of 857 out of 1395. The number of suspensions was 3.4 out of 100 and considered medium while ranking 825 out of 1395. The primary focus will be on the "violent" acts which include striking and fighting. SBLT looks at school-wide behavior data twice a month to monitor student behavior and discipline data.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Woodlawn's Hospitality Committee has been developed to rally our staff in times of celebration and comfort through pain and grief. A more formal process is being developed to ensure all celebrations or needs for comfort are provided. This group also sponsors monthly activities for social gatherings in evenings or weekends to provide time for all staff to further build relationships.
In addition, monthly celebration meetings are held with staff breakfast included. All staff are celebrated for specific successes their teams have made.
Our school uses a house system which also includes all staff. Competitions, completion and character traits are all ways to earn house points. House celebrations will be weekly and quarterly.
Our PTA works closely with the school to further organize and provide opportunities for the staff, students and families that build community relationships and support our school goals.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

PTA- staff, families, community members
Hospitality- staff members
Houses- house leaders (staff and students)
Partnerships- Garden Group, Baycare, Feeding Tampa Bay, City of Saint Petersburg

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math				$0.00
3	III.A.	Areas of Focus: Instructional Practice: Science				$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: Hispanic				$0.00
5	III.A.	Areas of Focus: Culture & Environment: Student Attendance				$0.00
6	III.A.	Areas of Focus: Culture & Environment: Equity & Diversity				$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			4931 - Woodlawn Elementary School	School Improvement Funds		$500.00
			Notes: Increase Gender Study initiative to include flexible seating, relevant texts and other items based on teacher input. Specifics will be determined by SAC .			
7	III.A.	Areas of Focus: Culture & Environment: Parent Involvement				$0.00
8	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports				$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			4931 - Woodlawn Elementary School	School Improvement Funds		$1,000.00
			Notes: SAC will meet In September to determine specific use of funds			
9	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$0.00
10	III.A.	Areas of Focus: ESSA Subgroup: Economically Disadvantaged				$0.00
11	III.A.	Areas of Focus: ESSA Subgroup: White				$0.00
12	III.A.	Areas of Focus: ESSA Subgroup: Multi-Racial				$0.00
13	III.A.	Areas of Focus: -- Select below --:				$0.00
					Total:	$1,500.00