

The School Board of Highlands County

Woodlawn Elementary School



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	17
Positive Culture & Environment	23
Budget to Support Goals	24

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: 1/6/2016

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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (52%) 2017-18: C (48%) 2016-17: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
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 Highlands 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.

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

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	17
Title I Requirements	0
Budget to Support Goals	24

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)	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	56%

School Grades History

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

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SIP Authority

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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. 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Spencer, Jon	Principal	
Wright, Jerry	Assistant Principal	
Hall, Kelly	Reading Coach	
Hitt, Jayma	Teacher, PreK	
Brod, Darlene	Teacher, K-12	
Judah, Dara	Teacher, K-12	
Ritenour, Laura	Teacher, K-12	
McHargue, Andria	Teacher, K-12	
Vaughn, Amanda	Teacher, K-12	
Franze, Denise	Teacher, K-12	

Demographic Information

Principal start date

Wednesday 1/6/2016, Jerry Wright

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.*

2

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.*

10

Total number of teacher positions allocated to the school

34

Total number of students enrolled at the school

669

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.

7

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	0	110	125	143	129	135	0	0	0	0	0	0	0	642
Attendance below 90 percent	0	28	32	29	31	32	0	0	0	0	0	0	0	152
One or more suspensions	0	6	5	2	10	11	0	0	0	0	0	0	0	34
Course failure in ELA	0	7	11	1	3	9	0	0	0	0	0	0	0	31
Course failure in Math	0	6	8	3	1	4	0	0	0	0	0	0	0	22
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	18	38	30	0	0	0	0	0	0	0	86
Level 1 on 2019 statewide FSA Math assessment	0	0	0	26	39	30	0	0	0	0	0	0	0	95
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	3	5	9	45	47	0	0	0	0	0	0	0	109

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	11	6	6	1	1	0	0	0	0	0	0	0	25
Students retained two or more times	0	1	0	0	0	0	0	0	0	0	0	0	0	1

Date this data was collected or last updated

Friday 8/20/2021

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	0	124	140	139	117	141	0	0	0	0	0	0	0	661
Attendance below 90 percent	0	20	18	20	14	7	0	0	0	0	0	0	0	79
One or more suspensions	0	8	10	13	8	15	0	0	0	0	0	0	0	54
Course failure in ELA	0	13	0	6	7	8	0	0	0	0	0	0	0	34
Course failure in Math	0	18	2	4	11	23	0	0	0	0	0	0	0	58
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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	9	3	7	17	22	0	0	0	0	0	0	0	58

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	1	0	1	0	1	0	0	0	0	0	0	0	3
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	0	124	140	139	117	141	0	0	0	0	0	0	0	661
Attendance below 90 percent	0	20	18	20	14	7	0	0	0	0	0	0	0	79
One or more suspensions	0	8	10	13	8	15	0	0	0	0	0	0	0	54
Course failure in ELA	0	13	0	6	7	8	0	0	0	0	0	0	0	34
Course failure in Math	0	18	2	4	11	23	0	0	0	0	0	0	0	58
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	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	9	3	7	17	22	0	0	0	0	0	0	0	58

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	11	6	6	1	1	0	0	0	0	0	0	0	25
Students retained two or more times	0	1	0	0	0	0	0	0	0	0	0	0	0	1

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				52%	50%	57%	50%	48%	56%
ELA Learning Gains				53%	54%	58%	46%	48%	55%
ELA Lowest 25th Percentile				51%	49%	53%	30%	40%	48%
Math Achievement				58%	57%	63%	61%	58%	62%
Math Learning Gains				61%	57%	62%	55%	50%	59%
Math Lowest 25th Percentile				42%	44%	51%	39%	35%	47%
Science Achievement				46%	45%	53%	55%	52%	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	58%	50%	8%	58%	0%
Cohort Comparison						
04	2021					
	2019	48%	49%	-1%	58%	-10%
Cohort Comparison		-58%				
05	2021					
	2019	43%	45%	-2%	56%	-13%
Cohort Comparison		-48%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	56%	56%	0%	62%	-6%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	58%	60%	-2%	64%	-6%
Cohort Comparison		-56%				
05	2021					
	2019	50%	49%	1%	60%	-10%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	42%	43%	-1%	53%	-11%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

Three times a year we use the I-Ready Diagnostic tool to assess students progress and risk levels. This data is analyzed by administration, the classroom teacher, reading coach, school counselor, and dean of students each quarter.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	44	32	43
	Economically Disadvantaged	36	23	38
	Students With Disabilities	42	32	50
	English Language Learners	50	17	67
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	43	37	53
	Economically Disadvantaged	37	31	44
	Students With Disabilities	36	32	52
	English Language Learners	50	50	33

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44	48	52
	Economically Disadvantaged	37	40	48
	Students With Disabilities	16	17	21
	English Language Learners	75	20	60
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	34	32	39
	Economically Disadvantaged	29	25	32
	Students With Disabilities	11	16	21
	English Language Learners	25	20	20
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30	45	39
	Economically Disadvantaged	22	31	28
	Students With Disabilities	34	41	33
	English Language Learners	50	0	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25	25	34
	Economically Disadvantaged	28	17	25
	Students With Disabilities	35	31	44
	English Language Learners	17	0	0

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	40	38	44
	Economically Disadvantaged	33	33	37
	Students With Disabilities	31	24	39
	English Language Learners	33	0	33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28	27	36
	Economically Disadvantaged	16	21	29
	Students With Disabilities	28	21	23
	English Language Learners	0	0	0
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	33	45	57
	Economically Disadvantaged	33	42	54
	Students With Disabilities	28	21	23
	English Language Learners	63	22	63
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31	35	41
	Economically Disadvantaged	31	35	39
	Students With Disabilities	28	28	40
	English Language Learners	13	22	35
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	47	52	53
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

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	27	28		36	22		42				
ELL	44			38							
BLK	31	42		33	37		47				
HSP	49	58		47	50	20	42				
MUL	38			42							
WHT	63	54		65	51		63				
FRL	46	53	52	44	41	24	44				
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				

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	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	371

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
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	38
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	38
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	43
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	40
Multiracial Students Subgroup Below 41% in the Current Year?	YES

Multiracial Students	
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	59
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	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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?

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.

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

The percentage of students that showed . 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.

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

There are many contributing factors that the past year brought in terms of challenges. One big challenge this past year was dealing with the loss of learning due to the Covid-19 pandemic. We had many students that had to balance multiple learning environments as they moved from virtual settings back to face to face settings. One of the consistent challenges over the years has been the ability to schedule MTSS time for math as well as ELA. We have worked with the district to secure the appropriate personnel to ensure these supports are happening in math as well as reading. Monitoring

of instruction will need to be done through: quarterly progress monitoring meetings, administrative walk-thrus with appropriate feedback, and professional development with follow-up.

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

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. This system has continued to show results.

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

The consistency of the intervention over the past few years, the ability to provide teachers uninterrupted intervention time, a consistent focus on sub groups, and monitoring the progress of these students consistently throughout the year.

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

Immediate assessments at the beginning of the year will need to be implemented to analyze the needs of the students and supports required. Our district has worked with administrators and teachers to help ensure that lost learning is addressed while still maintaining the requirements students have in their appropriate grade levels. These plans have been shared with our teachers and our reading coach has been an active participant in grade level professional learning communities.

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.

As stated above, our district reading, math, and science coaches are working to ensure the continuity of learning is happening, while creating opportunities to ensure that lost learning has been addressed. Our reading coach is providing guidance and professional development on these plans and a course of action for every grade level weekly at their professional learning environments. Administration will be involved in quarterly progress monitoring meetings, weekly leadership meetings, monthly district curriculum meetings, and professional learning communities to ensure that teachers are being supported. Monthly professional development opportunities will revolve around supporting teachers as they develop their MTSS support groups, learn how to best utilize reading and math supports in the core instruction as well as intervention/enrichment groups, and through professional development in the use of more advanced Kagan Cooperative Structures.

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

Administration and select staff will be participating in Stock Takes this upcoming school year. These will focus on the strategic goals of our school and district, especially focusing on the goals created in this school improvement plan. Teams will assess monthly our effectiveness in each of our areas of improvement and will meet with administration, district office support, and members of the team to continually problem-solve and work to become more effective in each area.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Woodlawn Elementary School's current learning gains for ELA are 53% based on the Florida Standards Assessment. Our district strategic plan has a goal of 56% learning gains by the 2021-2022 school year. Because we are beneath the district goal for this upcoming school year, we have identified this as a critical area of need for our school this year.
Measurable Outcome:	At Woodlawn Elementary School, we will increase our ELA learning gains from 53% to 56% for the 2021-2022 school year. At Woodlawn Elementary School, we will increase ELA proficiency to 50% or higher in grades 3-5.
Monitoring:	Our leadership team holds quarterly progress monitoring meetings with each individual teacher to review student data and progress towards benchmarks. Our MTSS team meets weekly to review probe data for students who have been identified as needing tier 2 and tier 3 interventions. Our teams hold weekly plcs in the area of ELA to discuss instructional practice, standards aligned curriculum, and pacing. Leadership support is provided during those PLC meetings. In addition, our reading coach and leadership will do targeted walk-throughs during WIN time to ensure quality instruction is occurring during this time frame.
Person responsible for monitoring outcome:	Kelly Hall (hallk@highlands.k12.fl.us)
Evidence-based Strategy:	Woodlawn Elementary School will implement a school-wide WIN (What I Need) time for grades 1st-5th for 30 minutes a day, three times per week to address the individual learning needs of all students.
Rationale for Evidence-based Strategy:	In order to ensure students are meeting their yearly learning gain for their grade level, it is important that each child is being provided with an intervention or enrichment activity that is tailored to their learning level and meets their individual learning needs. By scheduling a school-wide WIN time we are ensuring students are receiving instruction in a specific area of need.

Action Steps to Implement

Create WIN groups for each grade level based on beginning of the year data.

Person Responsible Jerry Wright (wrightj@highlands.k12.fl.us)

Train WIN group facilitators on the correct use of their intervention materials/curriculum.

Person Responsible Kelly Hall (hallk@highlands.k12.fl.us)

Once a month during MTSS meetings, pull data/reports to help assess the effectiveness of WIN groups and make adjustments accordingly.

Person Responsible Jerry Wright (wrightj@highlands.k12.fl.us)

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Based on the school report card for Woodlawn Elementary School from the 2021 assessment year, our learning gains in mathematics dropped from 61% in 2019 to 47% for this current year. We believe that this is due to a variety of reasons, one being our intervention program for mathematics and the learning loss incurred from the COVID 19 pandemic. Our district strategic plan states that our district goal is to increase our math learning gains to 58%. Although our current goal does not quite get us to the district goal of 58%, we believe that our goal of increasing math learning gains by 7% points is ambitious and attainable for our plan of action.

Measurable Outcome: Woodlawn Elementary School will increase its mathematics learning gains as measured by the Florida Standards Assessment from 47% to 54% for the 2021-2022 school year.

Monitoring: Our leadership team holds quarterly progress monitoring meetings with each individual teacher to review student data and progress towards benchmarks. Our teams hold weekly plcs in the area of math to discuss instructional practice, standards aligned curriculum, and pacing. Leadership support is provided during those PLC meetings. In addition, our leadership team will do targeted walk-throughs during WIN time to ensure quality instruction is occurring during this time frame.

Person responsible for monitoring outcome:

Jerry Wright (wrightj@highlands.k12.fl.us)

Evidence-based Strategy:

For the 2021-2022 school year, we are adding a two day per week WIN (What I Need) time for math in grades 1st-5th. During this time, students will be provided either intervention or enrichment based on their individual needs.

Rationale for Evidence-based Strategy:

In order to ensure students are meeting their yearly learning gain for their grade level, it is important that each child is being provided with an intervention or enrichment activity that is tailored to their learning level and meets their individual learning needs. By scheduling a school-wide WIN time we are ensuring students are receiving instruction in a specific area of need for mathematics.

Action Steps to Implement

Create WIN groups for grades 1st-5th based on iReady and classroom data.

Person

Responsible Jerry Wright (wrightj@highlands.k12.fl.us)

Work in grade level PLCs to identify resource/curriculum we will utilize for both enrichment and intervention groups and train WIN group facilitators.

Person

Responsible Jerry Wright (wrightj@highlands.k12.fl.us)

Once a month during leadership meetings, we will pull data/reports to determine the effectiveness of the math WIN groups and make adjustments accordingly.

Person

Responsible Jerry Wright (wrightj@highlands.k12.fl.us)

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: According to the 5E model of effective science instruction, we know that the EXPLORE phase is one that is critical to helping students understand about the world around them. Based on classroom walkthroughs, it's determined that the EXPLORE phase is sometimes missing in science instruction. In order to support the EXPLORE phase of instruction, we have added a STEM Lab to our specials wheel that all students will visit every six days.

Measurable Outcome: At Woodlawn Elementary School, we will increase our science achievement from 53% to 55% for the 2021-2022 school year.

Monitoring: This area of focus will be monitored by participation in the quarterly science planning days in which the stem lab teacher and the science connection rep from each grade level will meet to discuss data and map out critical standards and instruction for the stem lab. In addition, we will view science common assessment data to determine if any reteaching is necessary in the stem lab for particular grade levels.

Person responsible for monitoring outcome: [no one identified]

Evidence-based Strategy: According to the 5E model of effective science instruction, we know that the EXPLORE phase is one that is critical to helping students understand about the world around them. Based on classroom walkthroughs, it's determined that the EXPLORE phase is sometimes missing in science instruction. In order to support the EXPLORE phase of instruction, we have added a STEM Lab to our specials wheel that all students will visit every six days.

Rationale for Evidence-based Strategy: We understand the critical piece that the EXPLORE phase brings to the 5E model of instruction. We want to strengthen the opportunities students get to EXPLORE key science standards at their grade level in order to boost science achievement.

Action Steps to Implement

Organize quarterly science planning days with the Stem Lab teacher and the Grade Level science representatives.

Person Responsible Jerry Wright (wrightj@highlands.k12.fl.us)

Monitor science common assessment data in our leadership team meetings as well as curriculum leadership team meetings. In addition, meet individually with the STEM Lab teacher to analyze the data and to help create an action plan for areas needing improvement according to the data.

Person Responsible Jerry Wright (wrightj@highlands.k12.fl.us)

#4. Culture & Environment specifically relating to Discipline

Area of Focus Description and Rationale: After analyzing the 2020-21 school discipline report we found that out of the 329 documented discipline referrals that were written last year, 83% of those referrals were given to males on our campus. This especially impacted our African-American Male population as they were more than two times as likely to receive an office discipline referral than their other male counterparts.

Measurable Outcome: Our goal in the 2021-2022 school year will be to decrease the number of referrals by 20% for males receiving 2 or more referrals in the 2020-2021 school year.

Monitoring: This area of focus will be monitored monthly by the PBIS. (Positive Behavior Intervention/ Supports) Strategies will be developed to increase the amount of mentors provided on campus, especially for our male population and to increase the number of at risk students participating in our school mentor programs such as College Bound Boys.

Person responsible for monitoring outcome: Jon Spencer (spencej@highlands.k12.fl.us)

Evidence-based Strategy: We plan to implement multiple mentoring programs designed specifically for boys. These mentors will check in and build relationships with these young men encouraging them through out the year by checking

Rationale for Evidence-based Strategy: We have seen power in mentoring. PBIS has utilized check in and check out monitors for many of our students that frequently get in trouble at school. We have found that students that are assigned an individual that checks in and out with them consistently, while monitoring behavioral goals, have a very high success rate at decreasing the amount of referrals that they receive. We believe that our young male students will benefit greatly by not only having someone who invests and checks in and out with them, but that they are individuals that have walked similar paths as them. Currently our weekly mentor group is made up of Caucasian, Hispanic, and African American adults that have committed to weekly interactions with our identified students in need. We believe that every child deserves someone who will advocate, motivate, and hold them accountable to be the best they can be.

Action Steps to Implement

No action steps were entered for this area of focus

#5. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale:	At Woodlawn Elementary, we believe that every minute counts at Woodlawn Elementary and that when students are not in class they are not learning. This has been incredibly challenging as we continue to work through the Covid-19 pandemic. While challenging we strive to decrease the number of students that are missing more than 10% of the school year.
Measurable Outcome:	We intend to decrease the percentage of students missing 10% or more of school from 24% of our student population to 12%.
Monitoring:	<ul style="list-style-type: none"> -Administration will monitor attendance looking for patterns of non-attendance -Data Operator will run reports flagging students at the 5, 10, and 15 days missed in a 90 day period -SARC Team will convene to discuss students of concern -SARC Meetings will be convened when necessary as often as needed -Prevention versus penalty will always be the focus of the team -Quarantines due to Covid-19 will be monitored, and supports given as needed to those students who must be out to ensure the continuity of learning.
Person responsible for monitoring outcome:	Jon Spencer (spencej@highlands.k12.fl.us)
Evidence-based Strategy:	Monitoring and communication with families are the key to decreasing the number of students missing more than 10% of the school year. The SARC Team will work to be more proactive in ensuring the students are in school. The team will consist of administration, the data operator, and school social worker. We plan to make contact with families that have a pattern of attendance issues from previous years, look closely at any per-arranged absences, and to be diligent at monitoring and developing plans with families where attendance is an issue. This will happen by monitoring the following: unexcused/excused absences, early check-outs, and tardies. Families that are not meeting the required attendance expectations will be asked to attend SARC meetings to develop a plan.
Rationale for Evidence-based Strategy:	Due to the pandemic, the loss of learning students experiences has been tremendous. This is evident when you compare the attendance data to the pre-Covid years. When communication is fluid, open, and consistent with families we have seen a direct correlation to an improvement in attendance. When these processes are not done, the number of students missing this amount of academic time increases. That is never our goal.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

Our Positive Behavior Intervention and Support Team works very hard to help monitor discipline data while also helping to create an atmosphere that teaches positive behavior supports to teachers and students. We will continue to monitor this project monthly and evaluate the impact of our overall SOAR Expectations which are: Stay Safe, Own Your Actions, Actively Learn, and Respect Everyone.

The team will be given the task on reviewing data each month to determine if Tier 2 interventions are necessary for students that are having more trouble following these expectations. This would be documented in minor infractions and referrals. Those students that we see getting more than 2 discipline infractions will be discussed on how to best support them. We strive to support these students by using restorative practices, mentorship, and offering social skills development. Our goal would be to decrease the number of students that are impacting a classroom culture in a negative way.

We believe that all students can learn and that all students with the proper supports can function in a positive way in their classroom settings. We are dedicated to meeting each month to develop opportunities for students and staff to be a part of this positive culture. While we still have a ways to go, but are determined to continue growing our culture in a positive way.

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.

Creating a school culture where students feel welcome and valued as well as their families is very important to the Woodlawn Elementary School faculty and staff and is the very heartbeat of our school's existence. In addition, for us as a leadership team, it is also critical to us that our faculty and staff feel valued, loved, and involved in our school culture. As administrators, we have three BIG ROCKS that we filter all school wide initiatives through and two of those include: Student Leadership and Staff Empowerment and Autonomy. These very integral pieces of our School DNA ensures that we as leaders are building an environment where all stakeholders have a voice in the day to day operations of our school and it's what we lovingly refer to "The Woodlawn Way". A big piece of our successful school culture is the Leader in Me program. We are a proud Leader in Me Lighthouse school where we promote student leadership and helping every child find his or her genius. In addition, we also strive to help every staff member find their leadership voice as well.

We are proud of the numerous leadership opportunities afforded to our staff members and are excited about all the ways that our staff LEAD different initiatives, projects, and professional developments on our campus, which creates staff buy in. We also have a strong connection with our families and community. As part of the Leader in Me program, we have a Parent Lighthouse Team where families can serve on different action teams to involve them in our school. From major event planning to staff appreciation projects to student celebrations...our families are involved and huge part of our school success. We wouldn't have it any other way.

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

School Leadership- we strive to create and build systems where all stakeholders are involved and have an opportunity to lead. We check-in with each of the different stakeholder groups to provide support and encourage them in whichever capacity they are involved and leading on our campus.

Faculty/Staff- staff are involved in a variety of action teams such as Lighthouse Team, PBIS, Curriculum Leadership Team, and more in which they have a voice and strong leadership presence on our campus. Teachers and staff drive instruction through our professional learning communities, and also lead our school-wide professional development opportunities.

Students- Students have so many different opportunities to LEAD on our campus. Students have leadership roles in their classroom and as they get into intermediate grades they can join a variety of different clubs/ leadership activities such as Leadership Ambassadors, College Bound Boys, Chorus, Show Choir, Safety Patrol, Eagle Vision, Science Club, and Library Helpers...just to name a few.

Parents/Community- These individuals are invited to serve on our Parent Lighthouse Team and School Advisory Council that both meet frequently throughout the year. In addition, we host a variety of parent involvement activities including: Mom and Son Date Night, Daddy/Daughter Dance, Curriculum Nights, student performances, and more.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				\$29,649.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3240	160-Other Support Personnel	0051 - Woodlawn Elementary School	Title, I Part A		\$29,649.00
			Notes: We utilize Title 1 funds to pay the salaries for 1/3 paraprofessionals that will provide support to our students 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 3x per week.			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$29,649.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3240	160-Other Support Personnel	0051 - Woodlawn Elementary School	Title, I Part A		\$29,649.00
			Notes: We utilize Title 1 funds to pay the salaries for 1/3 paraprofessionals that will provide support to our students while our highly qualified teachers provide the intensive intervention for our students needing Tier 2 and extra support in math. The paras will be in the labs 2x per week.			

3	III.A.	Areas of Focus: Instructional Practice: Science	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Discipline	\$0.00
5	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
Total:			\$59,298.00