

The School Board of Highlands County

Woodlawn Elementary School



2022-23 Schoolwide Improvement Plan

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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: 7/1/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (45%) 2018-19: C (52%) 2017-18: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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.

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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)	2021-22 Title I School	2021-22 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	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Wright, Jerry	Principal	
Hall, Kelly	Reading Coach	
Judah, Dara	Math Coach	
Turner, Jessica	Math Coach	
Thompson, Debra	Dean	
Brod, Darlene	Other	
Gilbert, Christine	Assistant Principal	
Henderson, Dawn	Other	
McCammon, Cassandra	School Counselor	

Demographic Information

Principal start date

Friday 7/1/2022, Jerry Wright

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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

54

Total number of students enrolled at the school

780

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

4

Identify the number of instructional staff who joined the school during the 2022-23 school year.

11

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	124	130	122	147	123	133	0	0	0	0	0	0	0	779
Attendance below 90 percent	3	48	47	32	19	33	0	0	0	0	0	0	0	182
One or more suspensions	0	11	8	15	13	22	0	0	0	0	0	0	0	69
Course failure in ELA	9	37	20	21	6	9	0	0	0	0	0	0	0	102
Course failure in Math	8	25	18	24	8	14	0	0	0	0	0	0	0	97
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	19	20	23	0	0	0	0	0	0	0	62
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	4	25	0	0	0	0	0	0	0	29
Number of students with a substantial reading deficiency	9	25	17	34	0	0	0	0	0	0	0	0	0	85

Using the table above, complete the table below with the number of students by current grade level who have 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	3	23	21	32	16	28	0	0	0	0	0	0	0	123

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	9	14	11	21	6	0	0	0	0	0	0	0	0	61
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

Tuesday 9/6/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	44%	47%	56%				52%	50%	57%
ELA Learning Gains	54%						53%	54%	58%
ELA Lowest 25th Percentile	47%						51%	49%	53%
Math Achievement	47%	44%	50%				58%	57%	63%
Math Learning Gains	48%						61%	57%	62%
Math Lowest 25th Percentile	30%						42%	44%	51%
Science Achievement	45%	52%	59%				46%	45%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	58%	50%	8%	58%	0%
Cohort Comparison		0%				
04	2022					
	2019	48%	49%	-1%	58%	-10%
Cohort Comparison		-58%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	43%	45%	-2%	56%	-13%
Cohort Comparison		-48%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	56%	56%	0%	62%	-6%
Cohort Comparison		0%				
04	2022					
	2019	58%	60%	-2%	64%	-6%
Cohort Comparison		-56%				
05	2022					
	2019	50%	49%	1%	60%	-10%
Cohort Comparison		-58%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	42%	43%	-1%	53%	-11%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	21	51	45	29	37	23	28				
ELL	25	40		50	50						
BLK	25	30	28	31	31	21	20				
HSP	46	59	44	42	47	30	33				
MUL	23			15							
WHT	54	64	65	60	58	47	69				
FRL	38	51	48	39	40	25	36				

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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	48
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	70
Total Points Earned for the Federal Index	385
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	47
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	19
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1
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%	0
White Students	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	43
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 30% proficiency, which was an increase from the previous year of 24%. While this was our lowest component, it actually improved 6% from the previous year.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The percentage of students that showed ELA achievement is the greatest need. 44% proficiency in 2022. 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. We are still dealing with the loss of learning due to the Covid-19 pandemic and trying to close the gaps. 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 2022 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 math from 24%-30%. This is also our lowest area. 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.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Woodlawn Elementary School's current ELA achievement is 44% proficient which is beneath the 50% benchmark. This has identified our school as a Tier 2 RAISE school needing additional monitoring in ELA. Due to this, it is our desire to put a focus on increasing achievement to reach a minimum of 50%.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve.
This should be a data based, objective outcome.

For the 2022-2023 school year, Woodlawn Elementary will increase it's reading proficiency from 44% to 50%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Our leadership team holds quarterly progress monitoring meetings with each individual teacher to review student data and progress towards benchmarks. Our MTSS team meets biweekly 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 reading instruction to ensure quality instruction is occurring during the Core (Tier 1) ELA block.

Person responsible for monitoring outcome:

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

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Woodlawn Elementary School will implement an IRI curriculum for K-2, 5 days a week for 30 minutes each day. This curriculum has a strong emphasis in foundational skills as well as a comprehension/tradebook component. In grades 3-5 we will do an intensive remediation curriculum for 3 days a week for 30 minutes each day. This year our ELA PLCs have a formative data component where teachers are bringing student work samples to analyze the data and build remediation groups.

Rationale for Evidence-based Strategy:
Explain the

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 implementing an intervention with a strong focus on foundational skills, we know that we will build better readers.

rationale for selecting this specific strategy.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

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

Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed. Based on the school report card for Woodlawn Elementary School from the 2022 assessment year, our achievement in math was 47%. 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. In addition, this year we are implementing new state benchmarks K-5 as well as a newly adopted curriculum so we know our focus must be strong to increase our math achievement.

Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

For the 2022-2023 school year, Woodlawn Elementary School will increase it's math achievement from 47% to 52%.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

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. This year there is a strong focus on formative assessments in math and data being brought to weekly PLCs to then make informed decisions about math win groups that are skill specific. Leadership support is provided during those PLC meetings. This year we have a math coach for K-2 and 3-5 and their support is focused on supporting the PLC process as well as spiral review. 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:

Dara Judah (judahd@highlands.k12.fl.us)

Evidence-based Strategy: Describe the evidence-based strategy being

For the 2021-2022 school year, we are adding a two day per week WIN (What I Need) time for math in grades Kdg-5th. During this time, students will be provided either intervention or enrichment based on their individual needs. These WIN times will be based on the data that comes from formative assessments and will be fluid and flexible based on the needs of students as indicated by weekly data chats in PLC.

implemented for this Area of Focus.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific 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. In addition, we want these interventions to be FOCUSED on power benchmarks that are major work of the grade. We want our coaches to be supporting this PLC process to ensure correct groupings are being made and data is being analyzed to determine if core support is needed or intervention groups need to be built to help support a few students.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#3. Instructional Practice specifically relating to Science

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

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:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Woodlawn Elementary School will increase our science achievement from 45% to 51% for the 2022-2023 school year.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

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. We will also be working to do science walk throughs with district level support as well as school based leadership to ensure the fidelity of science instruction and effective science strategies.

Person responsible for monitoring outcome:

Bethany Henderson (hendersb@highlands.k12.fl.us)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

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:
Explain the rationale for selecting this specific 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.

Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#4. Positive Culture and Environment specifically relating to Discipline

Area of Focus

Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

After analyzing the 2021-2022 school discipline report we realized there was a lack of consistency in the steps and processes that teachers were following to get to the office discipline referral. Our ODR count was extreme with very limited follow up and proactive strategies to help intervene before students get to the referral.

Measurable Outcome: State the specific measurable outcome the school plans to achieve.

Woodlawn Elementary School will reduce the amount of office discipline referrals from 315 to 250 for the 2022-2023 school year.

This should be a data based, objective outcome.

Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor this discipline related goal monthly with our Positive Behavior Intervention and Support team where we will review referral data and make plans for positive behavior supports and make adjustments to interventions. In addition, we meet weekly with our guidance support team to talk through tier 2 behavior students and make adjustments to interventions and behavior goals for those students.

Person responsible for monitoring outcome:

Dawn Henderson (hendersd@highlands.k12.fl.us)

Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.

We have implemented a behavior protocol school wide where there are steps that teachers follow in order to document behavior. In addition, we are implementing a detailed check in and check out system for tier 2 behavior students to be proactive in helping students set goals and work towards overcoming their behaviors before it gets to the referral. We also have scheduled weekly social skill groups focused around specific behavior challenges that some of our tier 3 behaviors are displaying. Finally, we have trained our entire staff in Kagan's Win Win Discipline approach to give teachers tools in their discipline toolbox.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this 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 also believe helping educate and give adequate support to teachers around the discipline process helps teachers implement the correct strategies when behaviors arise and help ensure a more accurate path to getting a referral for students with interventions in place before hand and parent communication as part of the journey.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

In our K-2 classrooms we are implementing a robust and intensive remediation support for our students, 5 days a week for 30 minutes daily. This initiative includes a strong focus on foundational skills using 95% Group products and FCRR activities along with a tradebook to develop vocabulary and comprehension. We will supplement the core reading program with Heggerty Phonemic Awareness in K and 1, since the core program does not offer the depth of instruction necessary for student success. Our

1st graders will also use Phonics Blending Lines, based on the work of Wiley Blevins, to increase decoding fluency.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Our 3rd-5th classrooms will use the district-adopted core reading text. In 3rd grade, our teachers will include the Multi-syllable Routine Cards from 95% Group to increase decoding fluency. In 4th and 5th grade classrooms, we will include novel studies throughout the year, with titles coming from the B.E.S.T. Standards novel lists, and teaching guides developed by our district. All 3-5 classrooms will have a computer-based instruction and practice program, Amplify Reading, as a Tier 1 core support. Students in need of intervention in 3rd, 4th, and 5th will receive instruction using i-Ready Magnetic Reading, which targets stacked benchmarks and ELA Expectations.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Our K-2 classrooms will use the Progress Monitoring FAST with STAR Early Literacy and STAR Reading.

Grades 3-5: Measureable Outcome(s)

Our 3-5 classrooms will use the Progress Monitoring FAST with Cambium in ELA.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

We meet weekly, admin and reading coaches, with each grade level's PLC to look at formative assessment data and make decisions regarding core supports and adjustments in instruction to help ensure we are on track to meet our goals. In addition, we meet with each teacher and review every child's individual data quarterly during our progress monitoring process. There we make decisions regarding Tier 2 and Tier 3 supports needed for some students. We also do reading walkthroughs weekly to help ensure reading instruction is on track to meet our goals and based on our PLC conversations.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Tier 1: CKLA Grade K-5

Skill Strand- Grades K-3

Writing for Understanding/Writing Studio

Heggerty Phonemic Awareness- K-1

95 % Group Multisyllabic Routines- 3rd

Novel Studies- 4-5

Tier 2:

IRI - K-2 for 5 days, 30 min per day

95% Group Rising Bundle/Magnetic Reading (Curriculum Associates)- 3rd grade, 4 x per week 30 min per day

Fluency Supports/Magnetic Reading (Curriculum Associates)- 4-5 Grade, 3 days, 30 min per day

Tier 3:

Phonics Lesson Library

4 x per week, 30 min per day

The resources selected for each tier of reading instruction for each grade level align with the Florida Benchmarks and the state approved district reading plan.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

All of the resources that we are using are research-based, and have been approved by our district Reading Curriculum Specialist, for each of the three tiers.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Our Literacy Leadership Team will be selected and meet to discuss how to effectively run PLCs with formative data checks.	Wright, Jerry, wrightj@highlands.k12.fl.us
Meet/check-in monthly with Literacy Leadership Team to see how PLCs/Instruction is going and make adjustments to curriculum, provide additional core supports, etc.	Hall, Kelly, hallk@highlands.k12.fl.us
Meet with Literacy Leadership team for an after-school planning session quarterly to review FAST assessment/formative assessment data to see if major shifts, supports are needed to help us stay on track for school literacy goals.	Hall, Kelly, hallk@highlands.k12.fl.us
Our Literacy Coach will meet weekly with our school based leadership team to make decisions about classroom walkthroughs, needs and supports for teachers.	Wright, Jerry, wrightj@highlands.k12.fl.us
We will identify specific teachers needing coaching cycles with our literacy coach.	Gilbert, Christine, gilbertc@highlands.k12.fl.us
We will administer progress monitoring assessments three times a year in the area of literacy.	Gilbert, Christine, gilbertc@highlands.k12.fl.us
We will conduct data analysis with teachers to make instructional plans based on the FAST assessment data in the area of ELA.	Shoop, Stacy, shoops@highlands.k12.fl.us
We will conduct PD with teachers regarding ELA benchmarks and effective models of instruction/PLCs.	Hall, Kelly, hallk@highlands.k12.fl.us
Teachers will participate in district provided content reading instruction professional development.	Hall, Kelly, hallk@highlands.k12.fl.us

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

A positive school culture is something that Woodlawn Elementary takes pride in creating and is the core foundation in which our school has been built. Our positive school culture is endearingly referred to as "The Woodlawn Way". The Woodlawn Way consists of a family atmosphere in which all stakeholders are empowered and engaged in decision making to make them feel part of our school. The biggest factor in our positive school culture is that we are a Leader in Me Lighthouse School. Through this program we have developed a multitude of leadership opportunities for students such as Leadership Ambassadors, Safety Patrol, Eagle Vision, Chorus, and Ensembles. In addition we are proud of the leadership wheel we have created which includes PE, Fitness, Music, Art, Media, and STEM. We truly believe in developing the Whole Child and it is reflected in our decisions and opportunities for students. In addition, we strive to empower Teacher Leaders to LEAD on our campus. We have a variety of leadership roles for our staff to participate in which include facilitating PLCs, leading their teams, staff collaboration, community involvement and more. Our staff mentor fellow staff members through our Mentors and Mentee program. In addition, we run a staff led professional development in which teachers have voice and choice about the topics they want to learn about and they also get to serve as the experts in leading the professional development. We also engage our families in action teams and leadership roles on our campus. Our parents participate in planning special events, fundraisers, and staff appreciation events. We also host a variety of family engagement activities to promote a positive school and family relationship. Some of those activities include awards ceremonies, Mom and Son Date Night, Festive Family Frenzy, and a Daddy Daughter Dance.

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

Every stakeholder plays an active role in developing the positive school culture known as "The Woodlawn Way". Our first tier of stakeholders includes our staff. Our leadership team consists of both instructional and non-instructional leaders who have voice in the decision making processes for our entire campus. Our teachers lead our professional learning communities as well as professional development and provide constant feedback and input on decisions that impact the classroom and our entire school. Our students are also an active part of our decision making process. We have 150 students who serve as Leadership Ambassadors. Through this team students give input regarding goal setting, celebrations, special projects, and ideas for improvement they want for our campus. We trust and use this team to help run school events and also serve in our community on a frequent basis. In addition, our families engage through our School Advisory Council as well as our Parent Lighthouse Team. Some of the action teams families can get involved in include our special events team, fundraising, beautification projects, student celebrations, and staff appreciation. We also invite families on campus for special engagement activities as well as awards, conference nights, and music programs. Finally, our community engages through special volunteering and sponsorship opportunities. We have a robust volunteer/mentor program in which community leaders are constantly engaging with our students and school to help create a positive school culture. It truly takes a village and we are blessed to have the amazing village we do at Woodlawn.