Woodlawn Elementary School

2022-23 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: Tammy Keiper

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)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
School Grades History	2021-22: D (33%) 2020-21: (29%) 2018-19: C (50%) 2017-18: C (41%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

* 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.

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
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
Wager, Stephanie	Principal	The Principal oversees the daily operation of the school. Other duties include hiring and retention of teachers., promoting a positive school culture and climate for all staff and students and ensuring best teaching practices are known and used for improvement of student achievement. The Principal will lead and collaborate with instructional leadership team members to address student and staff needs and ensure implementation of all educational initiatives. - SAC - Facilitator of PLC - Data Review of Student Performance - Oversee Operation and Campus Safety
Richards-Betts, Gwendetta	Assistant Principal	The Assistant Principal is an instructional and operational leader. She will collaborate with the Principal and other leadership team members to ensure that our school wide vision remains the focus for the school year. The Assistant Principal will lead and inspire our teaching staff to use best teaching practices, positive behavior strategies and effective interventions that lead to scholar academic growth. Responsibilities include: - PBIS Coordinator - SAC Member - Learning Specialist - Testing Coordinator - Safety Supervisor - PLC Facilitator - Assessment Schedule
Dalton, Victoria	Reading Coach	Reading/MTSS Coach in charge scheduling and maintaining records of tiered instruction being delivered both within the classroom and out side of the classroom. Overseeing use of interventions which include Nemours, LLI, JRGR, Footprints, Repeated Reading, ORF, NWF, using AIMS web as formative. Facilitating lesson planning with reading teachers in grades 3-5.
Klawiter, Jenna	Math Coach	The work of the Math instructional coach will include: - Tiered content professional development - facilitate collaborative planning to ensure rigorous

Name	Position Title	Job Duties and Responsibilities	
		-standards aligned resources are implemented - coteaching support - provide coaching feedback for reflective teach	

Demographic Information

Principal start date

Friday 7/1/2022, Tammy Keiper

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.*

1

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.*

9

Total number of teacher positions allocated to the school

30

Total number of students enrolled at the school

296

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

8

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

8

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	34	45	39	32	34	26	0	0	0	0	0	0	0	210
Attendance below 90 percent	1	19	10	7	9	5	0	0	0	0	0	0	0	51
One or more suspensions	0	0	1	0	1	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Course failure in Math	0	0	0	1	1	0	0	0	0	0	0	0	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	11	11	13	0	0	0	0	0	0	0	35
Level 1 on 2022 statewide FSA Math assessment	0	0	0	8	13	18	0	0	0	0	0	0	0	39
Number of students with a substantial reading deficiency	6	4	1	3	4	6	0	0	0	0	0	0	0	24

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	0	2	2	4	6	1	0	0	0	0	0	0	0	15

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	3	5	4	3	0	0	0	0	0	0	0	0	0	15
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 6/30/2022

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	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	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	

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	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	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	

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	30%			25%			41%	54%	57%
ELA Learning Gains	53%			46%			56%	59%	58%
ELA Lowest 25th Percentile	50%			30%			70%	54%	53%
Math Achievement	39%			28%			48%	61%	63%
Math Learning Gains	33%			17%			54%	61%	62%
Math Lowest 25th Percentile	8%						50%	48%	51%
Science Achievement	21%			26%			29%	53%	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	51%	56%	-5%	58%	-7%
Cohort Comparison		0%				
04	2022					
	2019	37%	56%	-19%	58%	-21%
Cohort Comparison		-51%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	28%	54%	-26%	56%	-28%
Cohort Comparison		-37%				

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	53%	62%	-9%	62%	-9%
Cohort Comparison		0%				
04	2022					
	2019	50%	64%	-14%	64%	-14%
Cohort Comparison		-53%				
05	2022					
	2019	30%	60%	-30%	60%	-30%
Cohort Comparison		-50%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	24%	54%	-30%	53%	-29%
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

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							

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
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
FRL	17	37		21	11		11				

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
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
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				

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)	CS&I
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	284
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	14
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners 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	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	28
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	1
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%	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
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	61
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	28
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	1

Part III: Planning for Improvement

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

Overall proficiency rate is below the goal of 60%. ELA proficiency rate for grades 3-5 is 30% and 39 % for math. There is a need for more explicit instruction and tasks aligned to grade level standards.

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

Proficiency in ELA in grades 3-5 is 30%. Proficiency in Math for grade 4 was 32%.

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

Contributing factors are a need for additional training in differentiated instruction with a focus on grade level standards based instruction. Scaffolded instructional techniques with focus on rigor, culturally relevant, equitable practices and deliberate planning.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Grade 3 ELA increased from 21 % to 37 % proficient. Grade 3 math increased from 18% proficient to 54 %. Grade 5 Math increased from 23% to 37 % proficiency. Math learning gains from 17% to 33%. ELA learning gains in L25 from 30% to 50%

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

A focus in ELA on core instruction, and intentional grouping in math and utilizing standards trackers. Intentional support for students during intervention, monitoring of weekly data, and celebrations of growth school wide.

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

In order to accelerate learning, teachers will incorporate high yield teaching strategies as well as explicit instruction. Scholars will be given multiple opportunities to work with grade level text and rigorous tasks that challenge their understanding and mastery of benchmarks. Targeted intervention and enrichment opportunities with monitoring of data via iReady and standards trackers.

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.

Professional Development in ELA/Math/Science with content coaches and data analysis for action planning.
Monthly AVID professional development. Teachers will participate in collaborative coaching sessions during PLC's and after school planning.

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

Use of content coaches, ELA Champions, Restorative Practice leaders and coaches to support collaborative planning for equitable and differentiated instruction.

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 Standards-aligned Instruction	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Data collected from FSA assessment for ELA indicated proficiency levels at 37 % for grade 3, 38% for grade 4, and 30 % for grade 5. Proficiency levels for Mathematics based on FSA were 54 % for grade 3, 32 % for grade 4, and 37% for grade 5. Science proficiency score on FSA was 21%. Teachers need to focus lessons on standards and tasks aligned to the standards. Teachers need professional development opportunities to learn effective teaching strategies.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The percent of scholars achieving proficiency in ELA will increase from 30% proficient to 50% as measured by the (FAST) Florida Assessment for Student Thinking. The percent of students achieving Mathematics proficiency will increase from 39% to 50% as measured by the Florida Assessment for Student Thinking for Mathematics. Our level of proficiency for Science was 21% proficient on the Florida Statewide Science Assessment. We expect our level to increase to 40% by May 2023. Based on observations, at least 75% of teachers will have aligned instruction and task to Benchmark standards.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Monitoring will occur by administrators conducting classroom visits and providing feedback to teachers. Administrators will attend all PLC's for data discussions and actionable planning. Progress monitoring and data chats will occur by administrators and teachers for school, district, and state assessments
Person responsible for monitoring outcome:	Stephanie Wager (wagers@pcsb.org)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Gain a deep understanding of the B.E.S.T. Standards/NGSSS as a non-negotiable for improving scholar outcomes. Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles. WICOR strategies will be implemented across content areas.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy.	Standards-based data (FSA, MAP) collected from the 2021-2022 school year showed scholars performing below grade level in ELA, Math, and Science with a lack of consistency in tasks aligned to grade-appropriate standards. Scholars are not provided with consistent opportunities to be successful with standards-aligned tasks, and teachers have limited effective teaching methods to support learning.

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.

Establish structures in PLC's & Collaborative Planning to include the following.

Become familiar with the design in order to understand what students are expected to master.

Synthesize the benchmarks, benchmark clarifications, and appendices to fully understand the expected outcomes that carry the full weight of the standards.

Purposefully combine/stack standards and benchmarks to support learning so that a benchmark is spotlighted and supporting benchmarks (such as ELA Expectations/MTRs) that enhance instruction are incorporated in the lesson to meet the demands of the spotlighted benchmark.

Person Responsible   Stephanie Wager (wagers@pcsb.org)

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

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

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
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 2022 FSA data, the proficiency data for the Economically Disadvantaged (28%), Students with Disabilities(14%), EL (28%), and African American (32%) subgroups fell below 41% proficient.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	The percent of students achieving proficiency will increase to at least 41% of the students in these subgroups scoring at a level 3 and above on FAST for the 22-23 school year.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	SBLT will monitor data student progress utilizing District and State Assessments. Teachers will utilize data in performance matters from standards based assessments to track progress of students in these subgroups.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Evidence based strategies are listed in the action steps for each subgroup. monitoring for the strategic and intentional planning and delivery of instruction that is responsive and engaging to scholars including core, intervention, and enrichment.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	In order for scholars to increase proficiency it is imperative that core instruction is implemented utilizing effective strategies that are scholar centered and meet the needs of each and every scholar.

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.

For 1. Provide ongoing PD for teachers on culturally relevant teaching routines, AVID, and Restorative Practices and the 6M's.
2. Data will be reviewed and shared at PLC's to discuss action planning.
3. Administrators/Teachers will conduct walkthroughs for implementation of CRT.

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

For (SWD) subgroup Scholars will receive instruction in foundational skills necessary to engage in rigorous, grade level content by using evidence based practices. Scholars will receive scaffolded instruction in the general education classroom supported by ESE teachers.

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

For EL scholars, we will establish and implement processes that create a system of support. Teachers will plan and deliver instruction that meets the needs of EL students based on English language proficiency levels and the length of time in the U.S. to ensure academic success.

Person Responsible	Stephanie Wager (wagers@pcsb.org)

Additional learning opportunities are provided outside of the school day to broaden background knowledge, schema, vocabulary and experiences. (Economically Disadvantaged)

Person Responsible	Stephanie Wager (wagers@pcsb.org)

During collaborative planning there will be a focus on the use of highly engaging strategies for diverse learners. (African American)

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

#3. Positive Culture and Environment specifically relating to Positive Behavior Intervention and Supports

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Our current level of performance shows the number of students receiving referrals during the 21-22 school year was 77. There were 20 calls for support and 225 calls for infractions. The number of students receiving positive behavior recognition decreased.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	For the 22-23 school year there will be a 50% increase in the number of positive recognition incentives through Foundation Builders, positive phone call, and PBIS rewards recognition.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	SBLT will monitor the data of incentives used and share at monthly staff meetings.
Person responsible for monitoring outcome:	Gwendetta Richards-Betts (richards-bettsg@pcsb.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	With clear behavior expectations and application of our positive behavior system that is clearly defined, communicated, and implemented consistently by staff, scholars positive behavior recognition will increase. (PBIS)
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting scholar outcomes.

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.

PBIS & Lighthouse Team to teach DIVES to staff, align DOJO points to instructional day and House system.
Implement a menu of rewards for teacher to use. Create positive phone call form to recognize scholars.
Calendar for creat calendar for House parties and Champ of the month celebrations

Person Responsible   [no one identified]

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

Strategically focus on K-2 teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, feedback,

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

Strategically focus on 3-5 teachers and instruction, where acceleration can occur more rapidly, by ensuring equitable use of resources including instructional supports, school-based professional development, cycles of coaching, feedback,

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)

Each grade K-2, using the new coordinated screening and progress monitoring system, where at least 50 percent or more of the scholars will be on track to pass the statewide ELA assessment

Grades 3-5: Measureable Outcome(s)

Each grade 3-5, using the new coordinated screening and progress monitoring system, where at least 50 percent or more of the scholars will be on track to pass the statewide ELA assessment

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.

Scholar,, teacher, grade and school data: classwork, teacher-made assessments, district assessments and walkthrough observation data focused on standards-based and target/task alignment. SBLT will monitor ongoing progress throughout the year.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Wager, Stephanie, wagers@pcsb.org

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. §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?

Monitor instruction in the ELA block to ensure instruction in both reading and writing is designed and implemented according to research based principles ensuring rigorous target/tasks and aligned to the new BEST standards. .

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?

The problem/gap is occurring because instruction should be designed and implemented around research based principles and tasks that are aligned to the rigor of the standard. If the target and task are aligned to the rigor of the new B.E.S.T standards, the problem will be reduced by 5%.

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
• Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.	Wager, Stephanie, wagers@pcsb.org
• Ensure teachers have a clear understanding of the K-2 and 3-5 B.E.S.T. ELA Standards	
• Increase teacher knowledge of the science of reading & evidence-based practices.	Wager, Stephanie, wagers@pcsb.org
Engage in ongoing professional development on the implementation of the high-quality curricular materials, including norming walks for excellence, studying student responses, and robust & constructive feedback	

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.

Woodlawn's Hospitality Committee sponsors monthly activities and social gatherings to build staff relationships. Staff celebrations are held monthly and include recognition for staff and a breakfast.
Our school uses a house system which also includes staff and students help promote a positive community sc
schoolwide with competitions and celebrations. We will start the year with a family invite to Meet and Greet

on August 10. Will will host a least 1 monthly parent events (curriculum support, performance or fun family event) in addition to our PTA and SAC monthly meetings. We communicate with families through Class Dojo, weekly phone/email messages that includes school information for the upcoming week, monthly newsletter, our Woodlawn Facebook page and our website. Our Title 1 Annual Meeting will be held in conjunction with Open House to inform families of our Title 1 plan and goals and curriculum expectations for each grade level.

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

Our staff, parents, community members, volunteers, families and students are all part of our stakeholder group. We encourage family involvement with their child's education academically and behaviorally. We host many family events to seek community involvement throughout the year. Parents, teachers, staff, community members and administration all play a positive role in each child's elementary experience through daily school activities, PTA, SAC and volunteer opportunities. We regularly gather input from staff regarding the culture and climate of our school.