

Pinellas County Schools

# Woodlawn Elementary School



## 2019-20 School Improvement Plan

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## **Table of Contents**

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>5</b>
<b>Needs Assessment</b>	<b>7</b>
<b>Planning for Improvement</b>	<b>11</b>
<b>Title I Requirements</b>	<b>21</b>
<b>Budget to Support Goals</b>	<b>23</b>

# 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: 7/1/2014

<b>2018-19 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners <b>Hispanic Students</b> Students With Disabilities White Students
<b>School Grade</b>	2018-19: C
<b>School Grades History</b>	2017-18: C 2016-17: C 2015-16: C 2014-15: D 2013-14: F
<b>2018-19 Differentiated Accountability (DA) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	<a href="#">Tracy Webley</a>
<b>Turnaround Option/Cycle</b>	N
<b>Year</b>	A
<b>ESSA Status</b>	TS&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](http://www.floridacims.org).

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement

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

#### Provide the school's vision statement

100% Student success

### School Leadership Team

#### Membership

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

Name	Title
Richards-Betts, Gwendetta	Assistant Principal
Assistant Principal	
Davidson, Kelly	Attendance/Social Work
Attendance/Social Work	
Bates, Christopher	Teacher, ESE
Teacher, ESE	
Shotwell, Jacqueline	Instructional Coach
Instructional Coach	

### Early Warning Systems

#### Current Year

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	28	48	63	54	55	51	0	0	0	0	0	0	0	299
Attendance below 90 percent	2	6	11	12	9	5	0	0	0	0	0	0	0	45
One or more suspensions	2	2	2	5	0	0	0	0	0	0	0	0	0	11
Course failure in ELA or Math	0	0	0	6	2	5	0	0	0	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	4	21	21	0	0	0	0	0	0	0	46
	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	2	1	2	11	5	0	0	0	0	0	0	0	21
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**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	6	2	4	3	0	0	0	0	0	0	0	0	0	15
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Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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**FTE units allocated to school (total number of teacher units)**

20

**Date this data was collected or last updated**

Thursday 6/13/2019

**Prior Year - As Reported**

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

Indicator	Grade Level													Total
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Attendance below 90 percent

One or more suspensions

Course failure in ELA or Math

Level 1 on statewide assessment

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

Indicator	Grade Level													Total
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Students with two or more indicators

**Prior Year - Updated**

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	

Attendance below 90 percent	9	13	19	19	10	7	0	0	0	0	0	0	0	77
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One or more suspensions	0	1	2	5	0	5	0	0	0	0	0	0	0	13
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Course failure in ELA or Math	0	6	11	30	21	16	0	0	0	0	0	0	0	84
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Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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**The number of students with two or more early warning indicators:**

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

## Part II: Needs Assessment/Analysis

### School Data

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

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

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	28 (0)	48 (0)	63 (0)	54 (0)	55 (0)	51 (0)	299 (0)
Attendance below 90 percent	2 ( )	6 ( )	11 ( )	12 ( )	9 ( )	5 ( )	45 (0)
One or more suspensions	2 ( )	2 (0)	2 (0)	5 (0)	0 (0)	0 (0)	11 (0)
Course failure in ELA or Math	0 ( )	0 (0)	0 (0)	6 (0)	2 (0)	5 (0)	13 (0)
Level 1 on statewide assessment	0 ( )	0 (0)	0 (0)	4 (0)	21 (0)	21 (0)	46 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

### Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	51%	56%	-5%	58%	-7%
	2018	33%	53%	-20%	57%	-24%
Same Grade Comparison		18%				
Cohort Comparison						
04	2019	37%	56%	-19%	58%	-21%
	2018	29%	51%	-22%	56%	-27%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		8%				
Cohort Comparison		4%				
05	2019	28%	54%	-26%	56%	-28%
	2018	38%	50%	-12%	55%	-17%
Same Grade Comparison		-10%				
Cohort Comparison		-1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	53%	62%	-9%	62%	-9%
	2018	51%	62%	-11%	62%	-11%
Same Grade Comparison		2%				
Cohort Comparison						
04	2019	50%	64%	-14%	64%	-14%
	2018	41%	62%	-21%	62%	-21%
Same Grade Comparison		9%				
Cohort Comparison		-1%				
05	2019	30%	60%	-30%	60%	-30%
	2018	50%	61%	-11%	61%	-11%
Same Grade Comparison		-20%				
Cohort Comparison		-11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	24%	54%	-30%	53%	-29%
	2018	46%	57%	-11%	55%	-9%
Same Grade Comparison		-22%				
Cohort Comparison						

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
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				



<b>2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS</b>											
<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2015-16</b>	<b>C &amp; C Accel 2015-16</b>
SWD	6	10		15	18						
ASN	77	73		85	73						
BLK	18	21	29	31	43	33	22				
HSP	33	38		50	21						
MUL	10			40							
WHT	44	46		63	69		64				
FRL	29	34	36	48	48	35	43				

**ESSA Data**

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

<b>ESSA Federal Index</b>	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	50
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	398
Total Components for the Federal Index	8
Percent Tested	100%

**Subgroup Data**

**Students With Disabilities**

Federal Index - Students With Disabilities	45
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

**English Language Learners**

Federal Index - English Language Learners	43
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	60
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

<b>Black/African American Students</b>	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
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
<b>Native American Students</b>	
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
<b>Pacific Islander Students</b>	
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
<b>White Students</b>	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Analysis

**Data Reflection**

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

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

Our fifth grade ELA, Math and Science proficiency data was the lowest. Based on the students prior year data, cohort data showed a decrease of 1% in ELA and 11% in Math. Factors include lack of foundational skills instruction occurring in intermediate grades and the math teacher did not have the in-depth content knowledge necessary.

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

Science showed the greatest decline from the prior year. The lack of building background and intensive vocabulary instruction would be factors.

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

The greatest gap between the state and Woodlawn is 5th grade math, 30% and 5th grade ELA, 28%. Factors include lack of foundational skills instruction occurring in intermediate grades and the math teacher did not have the in-depth content knowledge necessary.

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

Growth of L25 students in ELA was our greatest improvement. As well as an increase in 4 subgroups. We made data driven decisions when creating intervention/enrichment groups looking at the individual needs of students to focus on.

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

45 students have 1 or more referrals  
21 students leaving 4th grade going into 5th grade were level 1 on FSA

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

1. ELA Proficiency
2. Science Proficiency
3. Hispanic Subgroup ELA Proficiency
4. Math Proficiency
5. 100% growth in ELA and Math

## Part III: Planning for Improvement

### Areas of Focus:

<b>#1</b>	
<b>Title</b>	English Language Arts
<b>Rationale</b>	<p>Our current level of performance is 41% proficiency as evidenced on FSA 2019.</p> <p>We expect our performance to be at least 60% of scholars in grades 3-5 scoring proficiency or above by FSA 2020.</p> <p>The problem/gap is occurring because Tier 1 instruction is not being delivered according to research-based principles with fidelity.</p>
<b>State the measureable outcome the school plans to achieve</b>	<p>60% of scholars in grades 3-5 will score at proficiency or above as measured by the Spring 2020 ELA FSA.</p> <p>100% of scholars in grade 4-5 will make at least one year of learning gains as measured by the Spring 2020 ELA FSA.</p>
<b>Person responsible for monitoring outcome</b>	Tammy Keiper (keipert@pcsb.org)
<b>Evidence-based Strategy</b>	Deliver instruction in both reading and writing designed according to research-based principles. During instruction, the goal is for all scholars to be attentive, listening and responding to instruction and engaged in literate behaviors.
<b>Rationale for Evidence-based Strategy</b>	Based on data, Tier 1 instruction occurring at the level and rigor of the standard needs to strengthen in order for scholars to meet the expectations of grade level tasks and assessments. With a focus on research-based instructional practices stemming from CRT, AVID and Gender Studies, we will be providing more rigorous reading and writing lessons.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Rigor: Empower ELA champions to develop as literacy leaders and co-facilitate PD focused on standards-based instruction</li> <li>2. Rigor: Teachers intentionally plan instruction aligned with a high level of rigor by using taxonomy levels and adjust instruction through the use of talk, task, text and scholar needs</li> <li>3. Relevance: Teachers strategically and intentionally plan and deliver instruction that is responsive and engaging to scholars (CRT, AVID &amp; Gender Study) providing appropriate scaffolding to access and engage with complex text</li> <li>4. Relationships: Teachers will use data to plan instruction that ensures differentiation, interventions and enrichment meet the needs of each scholar</li> <li>5. Relationships: #ObserveMe will be utilized by teachers to observe, provide feedback and reflect on their practice to meet the needs of each scholar</li> <li>6. ELL</li> <li>7. Administrators will monitor teacher practice and provide feedback to support teacher growth</li> </ol>
<b>Person Responsible</b>	Tammy Keiper (keipert@pcsb.org)

<b>#2</b>	
<b>Title</b>	Mathematics
<b>Rationale</b>	Our current level of performance is 48% proficient, as evidenced on FSA 2019. We expect our performance level to be at least 60% proficient by FSA 2020. The problem/gap is occurring because instruction is not consistently student-centered with rigor.
<b>State the measureable outcome the school plans to achieve</b>	60% of scholars in grades 3-5 will score at proficiency or above as measured by the Spring 2020 Math FSA. 100% of scholars in grades 4-5 will make at least one year of leaning gains as measured by the Spring 2020 Math FSA.
<b>Person responsible for monitoring outcome</b>	Tammy Keiper (keipert@pcsb.org)
<b>Evidence-based Strategy</b>	Ensure that rigorous, student-centered instruction occurs daily through the exceptional use of Ready Classroom Mathematics, Dreambox Learning and Number Routines.
<b>Rationale for Evidence-based Strategy</b>	Based on data, Tier 1 instruction occurring at the level and rigor of the standard needs to strengthen in order for scholars to meet the expectations of grade level tasks and assessments. With a focus on research-based instructional practices stemming from CRT, AVID and Gender Studies, we will be providing more rigorous math lessons.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Rigor: 100% of classroom teachers will participate in Ready Classroom Mathematics training prior to the start of school and use of program will be done with fidelity</li> <li>2. Relevance: 100% of classroom teachers will receive PD in the use of Dreambox during DWT in August to use as an intervention to meet the needs of each scholar</li> <li>3. Rigor: School-based Math Cohort will provide monthly PD to all teachers in mathematical best practices and routines to ensure standards-based lessons</li> <li>4. Relationships: #ObserveMe will be utilized by teachers to observe, provide feedback and reflect on their practice to meet the needs of each scholar following the Coached Observation Protocol</li> <li>5. Relevance/Rigor: Daily exit tickets will be utilized and analyzed to drive instruction and monitor student mastery of the standards</li> <li>6. Administrators will support this work through curriculum meetings, PLCs, feedback and the use of classroom videos</li> </ol>
<b>Person Responsible</b>	Tammy Keiper (keipert@pcsb.org)

<b>#3</b>	
<b>Title</b>	Science
<b>Rationale</b>	Our current level of performance is 29% proficient, as evidenced on SSA 2019 We expect our performance to be at 60% proficient by SSA 2020 The problem/gap is occurring because scholars have a gap in science background and vocabulary knowledge
<b>State the measureable outcome the school plans to achieve</b>	60% of fifth grade scholars will score at proficiency or above as measured by the Spring 2020 SSA.
<b>Person responsible for monitoring outcome</b>	Tammy Keiper (keipert@pcsb.org)
<b>Evidence-based Strategy</b>	Support the 5E instructional model through identification and understanding of each component (engage, explore, explain, elaborate, evaluate) as identified in each elementary science unit grades 1-5.
<b>Rationale for Evidence-based Strategy</b>	Based on data, Tier 1 instruction occurring at the level and rigor of the standard needs to strengthen in order for scholars to meet the expectations of grade level tasks and assessments. With a focus on research-based instructional practices stemming from CRT, AVID and Gender Studies, we will be providing more rigorous science lessons.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Rigor: Teachers collaborate to select and implement rigorous tasks within each 5E and aligned to the standards (including specific vocabulary strategies)</li> <li>2. Rigor: Utilize systematic documents to effectively plan for science units that incorporate 10-70-20 science instructional model</li> <li>3. Relevance: Develop, implement and monitor a data driven 5th grade standards review plan using the 3rd and 4th grade diagnostic assessment.</li> <li>4. Relevance: Teachers strategically and intentionally plan and deliver instruction that is responsive and engaging to scholars while scaffolding learning to increase scholar performance (CRT, AVID &amp; Gender Study)</li> <li>5. Relevance: Teachers will integrate opportunities of an outdoor classroom/ garden within all content lessons</li> <li>6. Relationships: #ObserveMe will be utilized by teachers to observe, provide feedback and reflect on their practice to meet the needs of each scholar</li> <li>7. Relevance: Scholars will participate in hands-on learning opportunities (field trip/workshops/presentations) to build background knowledge of scientific concepts.</li> <li>8. Administrators monitor teacher practice for consistent effective instruction and provide feedback to support teacher growth</li> </ol>
<b>Person Responsible</b>	Tammy Keiper (keipert@pcsb.org)

<b>#4</b>	
<b>Title</b>	Bridging the Gap
<b>Rationale</b>	Our current level of performance is 26% gap, as evidenced on ELA FSA. We expect our performance to be less than 15% gap by Spring 2020. The problem/gap is occurring because of the lack of culturally responsive instruction.
<b>State the measureable outcome the school plans to achieve</b>	The percent of black scholars proficient on the ELA FSA will increase from 43% to at least 60% as measured by Spring 2020 ELA FSA. 100% of fourth and fifth grade black scholars will make at least one year of learning gains as measured by the Spring 2020 ELA FSA
<b>Person responsible for monitoring outcome</b>	Tammy Keiper (keipert@pcsb.org)
<b>Evidence-based Strategy</b>	Implement culturally relevant instructional practices in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.
<b>Rationale for Evidence-based Strategy</b>	Based on data, Tier 1 instruction occurring at the level and rigor of the standard needs to strengthen in order for scholars to meet the expectations of grade level tasks and assessments. With a focus on research-based instructional practices stemming from CRT, AVID and Gender Studies, we will be providing more rigorous reading and writing lessons.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Rigor: Teachers intentionally design lessons to include CRT, AVID and Gender Study strategies</li> <li>2. Relevance: Provide training for strategies on Social Emotional Learning and programs to help scholars develop social and emotional competencies</li> <li>3. Relationships: Implement restorative practices throughout the school</li> <li>4. Relationships: Include PD and adult strategies to support the shift in mindset that recognize unconscious bias, equity and excellence and cultural responsiveness</li> <li>5. Administrators will support this work through curriculum meetings, PLCs, and provide targeted and actionable feedback around CRT and AVID strategies.</li> </ol>
<b>Person Responsible</b>	Tammy Keiper (keipert@pcsb.org)

<b>#5</b>	
<b>Title</b>	Conditions for Learning
<b>Rationale</b>	Our current level of performance in school-wide behavior is 134 referrals. We expect our performance to level to be 100 or less by the end of the 2019-2020 school year. The problem in behavior performance is occurring because limited use of CRT, SEL, and restorative practices.
<b>State the measurable outcome the school plans to achieve</b>	The number of school-wide referrals will decrease from 134 to 100 as measured by school profiles data.
<b>Person responsible for monitoring outcome</b>	Gwendetta Richards-Betts (richards-bettsg@pcsb.org)
<b>Evidence-based Strategy</b>	Support the implementation of school-wide ownership of equitable practices that engage scholars in acknowledging and adhering to processes and procedures
<b>Rationale for Evidence-based Strategy</b>	When equitable practices are used with fidelity, scholars are more connected to the school community and take ownership of their actions.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Relationships: Strengthen the ability of all staff to establish and maintain positive relationships with all scholars (Equity)</li> <li>2. Relevance: Support the implementation of engagement strategies that support the development of social and instructional teaching practices (CRT, AVID &amp; Gender Study)</li> <li>3. Rigor: Develop and implement school-wide expectations that ensure high expectations for all scholars</li> <li>4. Administrators will support this work through curriculum meetings, PLCs, feedback and the use of classroom videos</li> </ol>
<b>Person Responsible</b>	Christopher Bates (batesc@pcsb.org)



<b>#6</b>	
<b>Title</b>	Attendance
<b>Rationale</b>	Our current attendance rate is 85% attending 90% of school days. We expect our performance level to be 90% of scholars to meet 90% attendance by the end of the year 2019-2020. The problem/gap in attendance is occurring because families lack the understanding of the importance of daily attendance (including on time and staying all day).
<b>State the measureable outcome the school plans to achieve</b>	The number of scholars missing more than 10% of school will decrease from 85% (48) to 90% (30) as measured by school profiles attendance data by the end of the 2019-20 school year.
<b>Person responsible for monitoring outcome</b>	Gwendetta Richards-Betts (richards-bettsg@pcsb.org)
<b>Evidence-based Strategy</b>	CST will increase formal and informal support networks of family/ caregivers through multiple interventions.
<b>Rationale for Evidence-based Strategy</b>	Based on survey data from our families with the highest absence issues, there is a need to build their support system.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Create a list of support networks and match to families</li> <li>2. Incorporate events for families/caregivers to support their growth- ex. resumes, job search, interviewing and skill workshops</li> <li>3. Attendance data shared at PLC regularly and expectation of teachers increased engagement with families when scholars are absent</li> <li>4. Parent/Family Education in Writing will be provided via monthly electronic newsletter, Facebook page and Dojo</li> <li>5. Home visits will be made to increase family engagement</li> </ol>
<b>Person Responsible</b>	Kelly Davidson (davidsonk@pcsb.org)

<b>#7</b>	
<b>Title</b>	Family & Community Engagement
<b>Rationale</b>	Per the Title I survey results, 57% of families indicated attendance at school events/workshops. We expect at least 75% of families to participate at school events/workshops related to build capacity at home to support student achievement.
<b>State the measureable outcome the school plans to achieve</b>	At least 75% of families will indicate attendance at school events focused on student achievement as measured by the Title I Survey Spring 2020.
<b>Person responsible for monitoring outcome</b>	Gwendetta Richards-Betts (richards-bettsg@pcsb.org)
<b>Evidence-based Strategy</b>	Parent workshops and/or family events that provide ways to build capacity that supports student achievement at home will be held monthly and attendance and feedback will be analyzed
<b>Rationale for Evidence-based Strategy</b>	We want to ensure a higher number of families attend events as well as target families for events that relate to either their child's needs or their families needs.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Relevance: Based on needs of school and individual students we will provide workshops and/or events monthly that provide strategies that help families support student achievement at home</li> <li>2. Relationships: Teachers will participate at events and personally invite parents and specifically target families based on their needs</li> <li>3. Relationships: Instructional staff will engage families as partners through transparency of sharing data</li> <li>4. Rigor: Topics of workshops will be aligned to school initiatives (Academic help at home and expectations of content areas, AVID, Behavior Strategies, Inner Explorer and Community Resources)</li> </ol>
<b>Person Responsible</b>	Gwendetta Richards-Betts (richards-bettsg@pcsb.org)

<b>#8</b>	
<b>Title</b>	Healthy Schools
<b>Rationale</b>	Our current level of performance is Bronze as evidenced in Alliance for a Healthier Generation. We expect our performance level to be Silver by May 2020. The problem is occurring because of the lack of staff reporting of personal health programs tied to the initiative.
<b>State the measureable outcome the school plans to achieve</b>	We expect our performance level to be Silver by May 2020.
<b>Person responsible for monitoring outcome</b>	Gwendetta Richards-Betts (richards-bettsg@pcsb.org)
<b>Evidence-based Strategy</b>	Will engage in wellness efforts through the Alliance for a Healthy School Generation program.
<b>Rationale for Evidence-based Strategy</b>	When implementing healthy skills, less absences will happen due to illness
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. School-wide informational materials will be sent through weekly updates</li> <li>2. Wellness Champ will give staff a survey and provide PD based on the survey data</li> <li>3. School-wide vegetable garden will be developed and provide tastings of vegetables to staff and scholars.</li> <li>4. Complete and submit Healthy School application</li> </ol>
<b>Person Responsible</b>	Gwendetta Richards-Betts (richards-bettsg@pcsb.org)

<b>#9</b>	
<b>Title</b>	Hispanic Students
<b>Rationale</b>	Our current level of performance is 37% proficiency as evidenced on FSA 2019. We expect our performance to be at least 60% of scholars in grades 3-5 in the Hispanic subgroup, scoring proficiency or above by FSA 2020. The problem/gap is occurring because we are not understanding or meeting the unique needs of each scholar.
<b>State the measureable outcome the school plans to achieve</b>	60% of Hispanic scholars in grades 3-5 will score at proficiency or above as measured by the Spring 2020 ELA FSA. 100% of Hispanic scholars in grade 4-5 will make at least one year of learning gains as measured by the Spring 2020 ELA FSA.
<b>Person responsible for monitoring outcome</b>	Tammy Keiper (keipert@pcsb.org)
<b>Evidence-based Strategy</b>	Implement culturally relevant instructional practice in classrooms such as cooperative and small group settings, music and movement, explicit vocabulary instruction, monitoring with feedback and deliberate use of cultural references in lesson plans.
<b>Rationale for Evidence-based Strategy</b>	Based on data, Tier 1 instruction occurring at the level and rigor of the standard needs to strengthen in order for scholars to meet the expectations of grade level tasks and assessments. With a focus on research-based instructional practices stemming from CRT, AVID and Gender Studies, we will be providing more rigorous reading and writing lessons.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Rigor: Teachers intentionally plan instruction aligned with a high level of rigor by using taxonomy levels and adjust instruction through the use of talk, task, text and scholar needs</li> <li>2. Relevance: Teachers strategically and intentionally plan and deliver instruction that is responsive and engaging to scholars (CRT, AVID &amp; Gender Study)</li> <li>3. Relationships: Teachers will use data to plan instruction that ensures differentiation, interventions and enrichment meet the needs of each scholar</li> <li>4. Relationships: #ObserveMe will be utilized by teachers to observe, provide feedback and reflect on their practice to meet the needs of each scholar</li> <li>5. Relationships: All staff will participate in training and an increase of equity-based instruction and mindset will be evident</li> <li>6. Administrators will monitor teacher practice and provide feedback to support teacher growth</li> </ol>
<b>Person Responsible</b>	Tammy Keiper (keipert@pcsb.org)

<b>#10</b>	
<b>Title</b>	Reading Recovery
<b>Rationale</b>	Our current level of performance is 40% of 1st grade students are performing at a proficient level, as evidenced in the 2019 Spring MAP data. We expect our performance level to be 75% by Spring of 2020.

<b>State the measureable outcome the school plans to achieve</b>	The percent of 1st graders showing proficiency in ELA will increase from 40% to 75% as measured by MAP.
<b>Person responsible for monitoring outcome</b>	Tammy Keiper (keipert@pcsb.org)
<b>Evidence-based Strategy</b>	Reading Recovery is a high effective short-term intervention of one-to-one tutoring for low-achieving first graders. The intervention is most effective when it is available to all students who need it and is used as a supplement to effective classroom instruction.
<b>Rationale for Evidence-based Strategy</b>	The problem/gap is occurring because students are doing limited amounts of reading and writing with high-quality feedback and opportunities to implement the feedback. If immense amounts of reading and writing with feedback would occur, the problem would be reduced by 35%.

<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Individual students receive a half-hour lesson each school day for 12 to 20 weeks with a speciality trained Reading Recovery teacher.</li> <li>2. Professional development for all Reading Recovery professionals to develop observational skills and a repertoire of intervention procedures tailored to meet the individual needs of at-risk students.</li> <li>3. Incorporate a team planning approach between Reading Recovery teachers and the 1st grade instructional team in order to align student goals and academic language.</li> </ol>
<b>Person Responsible</b>	Tammy Keiper (keipert@pcsb.org)

**Additional Schoolwide Improvement Priorities (optional)**

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

NA

**Part IV: Title I Requirements**

### **Additional Title I Requirements**

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

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

We are starting the year with a Back to School Bash including community resources with support from Friends of Woodlawn and the Junior League. This will be the first meeting of families with teachers in a more informal, supportive manner. We will utilize Class Dojo for on-going teacher/parent contact and to send school updates and reminders. We will have family workshops throughout the year that focus on academics and behavior supports. Friends of Woodlawn is taking the lead for a school garden that will also receive support from additional community resources. Teachers will hold at least 2 conferences per child to share successes and areas for growth in order to connect home support to school.

#### **PFEP Link**

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

#### **Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

We will work with Friends of Woodlawn to increase the number of mentors from 35 to at least 50 for the year. Students will be selected for mentors based on various needs. We have a site-based social worker and guidance counselor that will provide counseling for those scholars needing the extra support.

#### **Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

We provide a Ready, Set, Kindergarten event in January for incoming kindergartners. We also have a Kindergarten readiness event in May to provide summer activities to prepare for the next year and tour the school. We schedule a visit from John Hopkins to meet with fifth graders preparing for middle school. Our guidance counselor talks with each 5th grade family during application period to help with the choices to meet the needs of their child.

#### **Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact**

An annual comprehensive needs assessment is conducted to review the outcome of resources (human and material). Data outcomes drive the decisions to continue, review or discontinue use of the resource. We conduct annual Title I surveys and Accreditation survey to monitor or practices.

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

We are identified as an AVID Elementary school in which we embed WICOR strategies to support a college-going environment. Students are taught and use organizational tools and are expected to participate in reflective practices. We have College Mondays in which staff show support of various colleges through attire and college paraphenilia is posted throughout the campus. Students are celebrated as AVID scholars when they meet established criteria.

### Part V: Budget

<b>Part V: Budget</b>						
<b>1</b>	<b>III.A</b>	<b>Areas of Focus: English Language Arts</b>				<b>\$66,500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			4931 - Woodlawn Elementary School	Title, I Part A		\$20,000.00
<i>Notes: Reading Recovery Teachers</i>						
			4931 - Woodlawn Elementary School	Title, I Part A		\$5,000.00
<i>Notes: Reading Recovery Conference for Administrator and Teachers</i>						
			4931 - Woodlawn Elementary School	Title, I Part A		\$11,500.00
<i>Notes: Hourly Teacher to support interventions to meet the needs of individual students</i>						
			4931 - Woodlawn Elementary School	Title, I Part A		\$30,000.00
<i>Notes: Curriculum Specialist</i>						
<b>2</b>	<b>III.A</b>	<b>Areas of Focus: Mathematics</b>				<b>\$38,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			4931 - Woodlawn Elementary School	Title, I Part A		\$3,000.00
<i>Notes: Nearpod- to utilize engaging technology for learning and teaching</i>						
			4931 - Woodlawn Elementary School	Title, I Part A		\$5,000.00
<i>Notes: Laptops- to support 1-1 initiative</i>						
			4931 - Woodlawn Elementary School	Title, I Part A		\$30,000.00
<i>Notes: Curriculum Specialist</i>						

<b>3</b>	<b>III.A</b>	<b>Areas of Focus: Science</b>				<b>\$1,750.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			4931 - Woodlawn Elementary School	School Improvement Funds		\$1,750.00
			<i>Notes: Provide hands-on opportunities to build background and content knowledge</i>			
<b>4</b>	<b>III.A</b>	<b>Areas of Focus: Bridging the Gap</b>				<b>\$17,100.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			4931 - Woodlawn Elementary School	Title, I Part A		\$5,000.00
			<i>Notes: Curriculum Specialist</i>			
			4931 - Woodlawn Elementary School	Title, I Part A		\$5,000.00
			<i>Notes: Bus for ELP</i>			
			4931 - Woodlawn Elementary School			\$7,100.00
			<i>Notes: Connect for Success</i>			
<b>5</b>	<b>III.A</b>	<b>Areas of Focus: Conditions for Learning</b>				<b>\$2,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			4931 - Woodlawn Elementary School	Title, I Part A		\$2,000.00
			<i>Notes: Inner Explorer- provide PD for staff to utilize daily mindfulness lessons</i>			
<b>6</b>	<b>III.A</b>	<b>Areas of Focus: Attendance</b>				<b>\$0.00</b>
<b>7</b>	<b>III.A</b>	<b>Areas of Focus: Family &amp; Community Engagement</b>				<b>\$10,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			4931 - Woodlawn Elementary School	Title, I Part A		\$5,000.00
			<i>Notes: Community Liaison to support workshop/event planning, promotion and data analysis</i>			
			4931 - Woodlawn Elementary School	Title, I Part A		\$2,500.00
			<i>Notes: Providing meals to families attending events during breakfast/dinner hours</i>			
			4931 - Woodlawn Elementary School	Title, I Part A		\$2,500.00
			<i>Notes: Providing meals to families attending events during breakfast/dinner hours</i>			
<b>8</b>	<b>III.A</b>	<b>Areas of Focus: Healthy Schools</b>				<b>\$1,000.00</b>



	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			4931 - Woodlawn Elementary School	Title, I Part A		\$1,000.00
			<i>Notes: Inner Explorer- to provide PD to staff to utilize mindfulness for self well-being</i>			
<b>9</b>	<b>III.A</b>	<b>Areas of Focus: Hispanic Students</b>				<b>\$0.00</b>
<b>10</b>	<b>III.A</b>	<b>Areas of Focus: Reading Recovery</b>				<b>\$0.00</b>
					<b>Total:</b>	<b>\$136,350.00</b>