

Santa Rosa County School District

Woodlawn Beach Middle School



2020-21 Schoolwide Improvement Plan

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Woodlawn Beach Middle School

1500 WOODLAWN WAY, Gulf Breeze, FL 32563

<http://www.santarosa.k12.fl.us/schools/wbm/>

Demographics

Principal: Victor Lowrimore

Start Date for this Principal: 5/1/2008

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: A (67%) 2017-18: B (61%) 2016-17: A (68%) 2015-16: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Santa Rosa County School Board on 10/8/2020.

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.

WBMS promotes academic growth, inspires character, develops problem solvers, and empowers HEROes.

Provide the school's vision statement.

Our students will be productive, successful contributors to society.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Lowrimore, Victor	Principal	<ol style="list-style-type: none"> 1. Provide training opportunities and feedback to personnel at the assigned school. 2. Supervise the operation and management of all activities and functions which occur at the assigned school. 3. Develop positive school/community relations and serve as a liaison between the school and community. 4. Develop, implement, and assess the instructional programs at the assigned school and coordinate with District instructional staff in program planning. 5. Establish procedures for an accreditation program and monitoring accreditation standards at the assigned school. 6. Participate in developing the District strategic plan, District school calendar, District staffing plan; manage and administer school functions relating to these items. 7. Interview and select qualified personnel to be recommended for employment. 8. Conduct performance appraisals and make reappointment recommendations for school personnel. 9. Manage and administer personnel development through training, in-service and other developmental activities. 10. Implement and administer negotiated employee contracts at the school site. 11. Develop long-range and short-range facility needs at the assigned school. 12. Coordinate facility and support service requirements. 13. Coordinate plant safety and facility inspections at the assigned school. 14. Coordinate all maintenance functions at the assigned school. 15. Coordinate and supervise transportation services at the assigned school. 16. Manage and supervise the school's financial resources, including the preparation and disbursement of the school's budget, and school's internal accounts. 17. Establish and manage student accounting and attendance procedures at the assigned school. 18. Coordinate the school food service program at the assigned school. 19. Assign and supervise school personnel to special projects for the enhancement of the school. 20. Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment. 21. Establish procedures to be used in the event of school crisis and/or civil disobedience and provide leadership in the event of such happenings. 22. Conduct staff meetings to discuss policy changes, instructional programs, potential problems, and resolutions of existing problems. 23. Communicate, through the Director of Middle Schools, to keep the Superintendent informed of impending problems or events of unusual nature. 24. Participate in county-wide management meetings and other meetings appropriate for professional development. 25. Direct the establishment of adequate property inventory records and ensure the security of school property. 26. Coordinate the supervision of all extracurricular programs at the assigned school. 27. Manage and supervise the school's student activity programs, approve all school sponsored activities, and maintain a calendar of all school events.

Name	Title	Job Duties and Responsibilities
		<p>28. Serve as a member of the Superintendent's District-wide management team.</p> <p>29. Provide leadership in the school improvement process and implement the school improvement plan.</p> <p>30. Maintain visibility and accessibility on the school campus.</p> <p>31. Implement School Board policy, collective bargaining agreements, state statutes, and federal regulations as they pertain to the assigned school.</p> <p>32. Direct the development of the master schedule and assign teachers according to identified needs.</p> <p>33. Establish the job assignments for all school administrators and assess the school-site administrators' performance.</p> <p>34. Assume responsibility for all official school correspondence and news releases.</p> <p>35. Supervise the preparation and maintenance of accurate and timely reports and records.</p> <p>36. Perform other incidental tasks consistent with the goals and objectives of this position.</p>
Makar, Amanda	Assistant Principal	<p>Specific responsibilities will vary depending upon school site and responsibilities delegated/assigned by the School Principal.)</p> <ul style="list-style-type: none"> • Act on the Principal's behalf in his/her absence. • Assist to develop and implement the school's instructional program with assistance from District personnel and provide its articulation among school personnel as assigned by the Principal. • Develop the master teaching schedule and assign teachers according to identified needs. • Utilize current educational trends in the planning and preparation of the school instructional program. • Interpret and enforce School Board policy, state statutes and federal regulations. • Implement the accreditation program for the assigned school. • Coordinate in the selection of textbooks, material and equipment needed at the assigned school. • Manage and administer the testing program for the school. • Facilitate personnel development to assure that the school will realize maximum value from each of its employees through in-service, the Professional Orientation Program and other developmental activities. • Facilitate process of positive communication among students, parents, teachers, and clerical staff in daily interactions. • Assume responsibility for control and direction of students related to suspensions from school, suspension from the bus and school in accordance with Board policies and statutes. • Provide leadership in the event of school crisis and/or civil disobedience. • Provide leadership in the school improvement process. • Administer and develop teacher duty rosters for the school. • Provide supervision while maintaining visibility about the campus and classroom. • Establish guidelines for proper student conduct and effective disciplinary procedures and policies for the school.

Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Interpret and enforce the District's Code for Student Conduct. • Supervise all facets of the registration process. • Prepare or oversee the preparation and maintenance of required reports and records. • Supervise and evaluate instructional, support, and service personnel as assigned by the Principal. • Comply with provisions of collective bargaining agreements. • Interview and select qualified personnel to be recommended for employment, reappointment and termination as directed by the Principal. • Develop and maintain positive school/community relations and act as a liaison between school and community. • Coordinate the school food service program as it relates to the special needs of the school. • Maintain adequate property inventory records, key control and security of school property. • Participate in the development of long-range facility needs at the assigned school. • Coordinate plant safety and facility inspection at the school. • Manage and administer the maintenance function for the school in a manner that ensures maximum life and use of facility. • Coordinate the transportation services at the assigned school. • Participate in the function of financial planning for the school which may include assisting in the preparation of the school's budget. • Participate in the disbursement of funds to assure that the school will realize the maximum value educationally and financially in securing supplies, materials, equipment and services. • Supervise the function of student accounting at the school, as it pertains to funding and attendance. • Manage and administer the attendance policy and procedures. • Communicate, through the Principal, to appropriate District staff, information relating to various problems or events of unusual nature. • Coordinate data processing activities as assigned. • Provide leadership for, and supervision of, extracurricular activity programs. • Manage and supervise student activity programs, including the selection of club sponsors. • Approve school-sponsored activities and maintain a calendar of all school events. • Perform other incidental tasks consistent with the goals and objectives of this position.

Paugh, Retha	Guidance Counselor	<ul style="list-style-type: none"> *Is responsible for the registration of new students and scheduling of all students. • Assists students in the selection of classes and graduation options. • Provides small group developmental guidance activities to all students. • Provides personal/social, behavioral, and/or academic counseling to all students. • Provides assistance in the screening, referral, identification and placement of students with special needs. • Provides assistance to parents of all students.
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Name	Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Provides appropriate consultation and staff development to school personnel and/or parents/community as needed. • Provides information and counseling in the areas of financial aid, scholarships, and employment opportunities. • Organizes and conducts career and college information programs. • Provides information regarding community service opportunities and enters community service hours in the computer. • Provides information and counseling for Bright Futures opportunities and registration. • Coordinates dual enrollment programs. • Identifies and counsels potential dropouts, offering them other options. • Counsels students who are experiencing attendance difficulties. • Interprets test results to parents, students, and other school staff. • Assists students and families in need with providing basic care through referrals to appropriate resources. • Provides orientation for all incoming and new students. • Counsels students in developing peer relationships, decision-making skills, and conflict resolution (character education). • Identifies and refers students as needed to appropriate agencies (i.e. mental health, TAPP, Lutheran Services, etc.). • Continually enhances the overall guidance program through in-service opportunities. • Evaluates the overall guidance program on a continuing basis. • Provides assistance and information to faculty, students and parents in regard to multi-cultural education. • Assists in the orientation of new faculty/staff members. • Assists students and parents in scheduling teacher conferences and serves as a mediator and/or advisor. • Provides input in the development of curriculum and the master schedule. • Coordinates the proper maintenance, transfer, and acquisition of students' records as required. • Assists in the maintenance of the automated student data system. • Attends and participates in faculty meetings. • Coordinates all award presentations. • Coordinates all graduation activities, verifying that graduation requirements have been met. • Contributes to the Integrated Service Team meetings. • Establishes and maintains cooperative relations with students, faculty, staff and parents. • Assumes the responsibility to maintain a valid Florida teachers' certificate. • Provides own method of transportation to various locations when required. • Performs other tasks and responsibilities as assigned by the principal.
Stokes, Tyler	Dean	<ul style="list-style-type: none"> *Manages student supervision issues and enforces school behavioral expectations. • Must be knowledgeable of Santa Rosa County School Board Policies regarding safety and discipline and of the Santa Rosa County Code of Student

Name	Title	Job Duties and Responsibilities
		<p>Conduct and the School Handbook. Must enforce policies/rules both fairly and consistently.</p> <ul style="list-style-type: none"> • Counsels students and parents concerning school and district policies. • Assists staff and parents in developing student behavioral expectations. • Assists in the planning, development and implementation of individual student behavior plans. • Serves as a resource to staff in dealing with classroom management issues. • Assists in developing/implementing programs to promote positive student behavior, multi-tiered support systems, as well as intervention/prevention strategies. • Coordinates alternative education placement for students. • Coordinates with staff and administration the development of the school's discipline plan/hierarchy. • Maintains and periodically reviews student discipline records. • Periodically reviews student attendance records and academic records. • Encourages and facilitates meaningful and effective parent-teacher communication; and commands respect by example in appearance, manners, behavior and language. • Participates in Professional Development activities that are germane to the position (SMART, 3270, Crisis Prevention Intervention (CPI)). • Maintains confidentiality in all issues that require their involvement. • Promotes the welfare of students, faculty and staff; and sets high expectations and articulates them to all stakeholders. • Facilitates cooperation among all stakeholders (administrators, teachers, parents, students) in the appropriate handling of student discipline issues. • Has the ability to function independently and make sound educational decisions. • Assist in the development of the school crisis plan and is an integral part of the plan. • Will become an active member of the school leadership team.

Barr, Ann	Guidance Counselor	<p>*Is responsible for the registration of new students and scheduling of all students.</p> <ul style="list-style-type: none"> • Assists students in the selection of classes and graduation options. • Provides small group developmental guidance activities to all students. • Provides personal/social, behavioral, and/or academic counseling to all students. • Provides assistance in the screening, referral, identification and placement of students with special needs. • Provides assistance to parents of all students. • Provides appropriate consultation and staff development to school personnel and/or parents/community as needed. • Provides information and counseling in the areas of financial aid, scholarships, and employment opportunities. • Organizes and conducts career and college information programs. • Provides information regarding community service opportunities and enters
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Name	Title	Job Duties and Responsibilities
		<p>community service hours in the computer.</p> <ul style="list-style-type: none"> • Provides information and counseling for Bright Futures opportunities and registration. • Coordinates dual enrollment programs. • Identifies and counsels potential dropouts, offering them other options. • Counsels students who are experiencing attendance difficulties. • Interprets test results to parents, students, and other school staff. • Assists students and families in need with providing basic care through referrals to appropriate resources. • Provides orientation for all incoming and new students. • Counsels students in developing peer relationships, decision-making skills, and conflict resolution (character education). • Identifies and refers students as needed to appropriate agencies (i.e. mental health, TAPP, Lutheran Services, etc.). • Continually enhances the overall guidance program through in-service opportunities. • Evaluates the overall guidance program on a continuing basis. • Provides assistance and information to faculty, students and parents in regard to multi-cultural education. • Assists in the orientation of new faculty/staff members. • Assists students and parents in scheduling teacher conferences and serves as a mediator and/or advisor. • Provides input in the development of curriculum and the master schedule. • Coordinates the proper maintenance, transfer, and acquisition of students' records as required. • Assists in the maintenance of the automated student data system. • Attends and participates in faculty meetings. • Coordinates all award presentations. • Coordinates all graduation activities, verifying that graduation requirements have been met. • Contributes to the Integrated Service Team meetings. • Establishes and maintains cooperative relations with students, faculty, staff and parents. • Assumes the responsibility to maintain a valid Florida teachers' certificate. • Provides own method of transportation to various locations when required. • Performs other tasks and responsibilities as assigned by the principal.

Demographic Information

Principal start date

Thursday 5/1/2008, Victor Lowrimore

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

5

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

13

Total number of teacher positions allocated to the school

55

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	<i>[Data Not Available]</i>
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: A (67%) 2017-18: B (61%) 2016-17: A (68%) 2015-16: A (65%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	0	0	0	0	0	0	304	336	318	0	0	0	0	958
Attendance below 90 percent	0	0	0	0	0	0	8	6	12	0	0	0	0	26
One or more suspensions	0	0	0	0	0	0	21	33	36	0	0	0	0	90
Course failure in ELA	0	0	0	0	0	0	3	1	0	0	0	0	0	4
Course failure in Math	0	0	0	0	0	0	4	0	0	0	0	0	0	4
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	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	0	0	0	0	7	1	2	0	0	0	0	10

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	0	0	0	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	1	0	0	0	0	0	1

Date this data was collected or last updated

Friday 8/28/2020

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	392	350	360	0	0	0	0	1102
Attendance below 90 percent	0	0	0	0	0	0	0	1	0	0	0	0	0	1
One or more suspensions	0	0	0	0	0	0	1	2	4	0	0	0	0	7
Course failure in ELA or Math	0	0	0	0	0	0	11	11	5	0	0	0	0	27
Level 1 on statewide assessment	0	0	0	0	0	0	17	18	17	0	0	0	0	52

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	55	67	62	0	0	0	0	184

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

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	
Number of students enrolled	0	0	0	0	0	0	392	350	360	0	0	0	0	1102
Attendance below 90 percent	0	0	0	0	0	0	0	1	0	0	0	0	0	1
One or more suspensions	0	0	0	0	0	0	1	2	4	0	0	0	0	7
Course failure in ELA or Math	0	0	0	0	0	0	11	11	5	0	0	0	0	27
Level 1 on statewide assessment	0	0	0	0	0	0	17	18	17	0	0	0	0	52

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	55	67	62	0	0	0	0	184

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

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	66%	63%	54%	69%	63%	52%
ELA Learning Gains	60%	60%	54%	63%	60%	54%
ELA Lowest 25th Percentile	59%	56%	47%	50%	52%	44%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Achievement	74%	70%	58%	75%	71%	56%
Math Learning Gains	66%	65%	57%	66%	66%	57%
Math Lowest 25th Percentile	56%	58%	51%	64%	60%	50%
Science Achievement	70%	63%	51%	64%	63%	50%
Social Studies Achievement	80%	77%	72%	82%	84%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
	(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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	65%	63%	2%	54%	11%
	2018	64%	60%	4%	52%	12%
Same Grade Comparison		1%				
Cohort Comparison						
07	2019	60%	59%	1%	52%	8%
	2018	58%	56%	2%	51%	7%
Same Grade Comparison		2%				
Cohort Comparison		-4%				
08	2019	70%	68%	2%	56%	14%
	2018	73%	71%	2%	58%	15%
Same Grade Comparison		-3%				
Cohort Comparison		12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	66%	66%	0%	55%	11%
	2018	62%	63%	-1%	52%	10%
Same Grade Comparison		4%				
Cohort Comparison						
07	2019	55%	54%	1%	54%	1%
	2018	51%	56%	-5%	54%	-3%
Same Grade Comparison		4%				
Cohort Comparison		-7%				
08	2019	83%	76%	7%	46%	37%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	79%	77%	2%	45%	34%
Same Grade Comparison		4%				
Cohort Comparison		32%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	67%	62%	5%	48%	19%
	2018	74%	66%	8%	50%	24%
Same Grade Comparison		-7%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	86%	-86%	67%	-67%
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	78%	75%	3%	71%	7%
2018	72%	75%	-3%	71%	1%
Compare		6%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	99%	73%	26%	61%	38%
2018	100%	67%	33%	62%	38%
Compare		-1%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	66%	34%	57%	43%
2018	0%	65%	-65%	56%	-56%
Compare		100%			

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 2017-18	C & C Accel 2017-18
SWD	19	49	50	28	40	33	27	44	50		
BLK	53	61	61	60	49	38	43	60	73		
HSP	65	51	52	67	52	59	57	66	62		
MUL	66	61	67	70	69	57	81	80	67		
WHT	67	61	59	77	69	58	72	83	72		
FRL	55	56	63	64	62	51	58	76	62		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	24	45	37	33	55	54	45	39	21		
ASN	67	50		83	75						
BLK	54	53	53	50	56	56	47	50	82		
HSP	63	52	43	57	55	56	61	70	63		
MUL	71	63	60	68	60	30	76	85	78		
WHT	67	52	39	75	61	50	79	73	64		
FRL	57	53	39	60	55	50	67	59	33		
2017 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 2015-16	C & C Accel 2015-16
SWD	30	58	56	42	61	62	29	63			
BLK	48	44	33	50	62	53	39	71			
HSP	64	58	44	65	68	66	54	87	87		
MUL	70	58	70	70	68	69	64	84	72		
WHT	71	64	51	78	66	65	67	82	75		
FRL	59	58	46	59	57	57	49	71	55		

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	67
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	
Total Points Earned for the Federal Index	603
Total Components for the Federal Index	9
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
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	55
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	59
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	69
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	
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	69
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	61
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.

Lowest performance for the 2019 school year was Math Learning Gains for the Lowest 25%. 56% of those students in the lowest quartile made learning gains. Although last year's performance was the lowest among all data components, it was still an increase of five points over the previous year and it is the second highest score for the lowest 25% over the last four years. The trend is showing improvement. It would be difficult to determine why it is the lowest since it is improving, and even surpassing, scores from previous years.

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

Greatest decline from the prior year was in Science. 2019 achievement dropped from 75% to 70%, a total of 5%. Changes in personnel in the Science Department may have been a contributing factor to the decline as we had new staff members who were still learning the content.

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.

All data components were above the state average.

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

ELA Learning Gains showed the most improvement, from 41% to 59%, a total of 18%. Implementation of Reading research based strategies and professional development in the area of ELA was increased.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

Attendance--reduce the number of students with attendance below 90%.

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

1. ESE Achievement
2. 8th grade Science Achievement
3. Math Lowest 25% Learning Gains
4. ELA Achievement
5. Attendance--reduce the number of students with attendance below 90%

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Increase achievement on the 2021 FSA in the area of 8th grade Science. We saw a decrease in 2018-19 for the achievement in the FSA Science test administered to the 8th grade students.

Measureable Outcome: Increase achievement on Science FSA from 70% to 75% proficient in Grade 8.

Person responsible for monitoring outcome: Victor Lowrimore (lowrimorev@santarosa.k12.fl.us)

Evidence-based Strategy: CTRR (Cooperative Teaching for Reading Remediation) Reading Support provided for all level 2 readers in 8th grade Science.

Rationale for Evidence-based Strategy: The Science assessment contains difficult vocabulary components. Based on the Florida Standards and vocabulary found in the text, students are in need of extra reading support.

Action Steps to Implement

1. Identification of level 2 Reading students.
2. Assignment of level 2 Reading students to Science classes with reading support.
3. Assignment of a Reading support teacher to Science classes.
4. District training for Reading support and Science teacher.
5. Implementation of Reading Strategies in the content area.

Person Responsible: Victor Lowrimore (lowrimorev@santarosa.k12.fl.us)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

There is a need to increase school wide student proficiency on the Math FSA from 74% to 82%. During previous data chats teacher consistently shared that their students struggled with understanding/decoding word problems and/or the vocabulary included in math problems. Eight percent of our students were within five scale score points of showing proficiency on the Math 2019 FSA. Given the extended time out of the brick and mortar classroom during the spring of 2020, we understand that gaps in student learning may have occurred. We believe that by targeting gaps, and utilizing effective vocabulary strategies we will be able to make measurable progress with our students.

Measureable Outcome:

Mathematics FSA scores will increase 8% - From 74% to 82%.

Person responsible for monitoring outcome:

Victor Lowrimore (lowrimorev@santarosa.k12.fl.us)

Evidence-based Strategy:

- Pre-assessment and scaffolding instruction.
- Use of FLVS platform for both brick and mortar and remote classes.
- Same course teachers will develop and utilize a common sequencing framework and lesson alignment.
- PD opportunity targeting vocabulary and mathematical discourse.

Rationale for Evidence-based Strategy:

Given the amount of time out of the brick & mortar classroom in the spring of 2020, it is necessary to provide a pre-assessment to students to identify gaps in instruction. Following the pre-assessment, teachers will incorporate scaffold instruction within grade level standards for any gaps. Utilizing the Florida Virtual School (FLVS) platform for both remote and brick & mortar classes will help to provide equity in instruction to students & prepare brick & mortar students for the increasing necessity of technology-based learning. By providing this resource to all students, teachers have a standards-based program to utilize if the school is ever in need of additional remote instruction. The tool allows them to provide quality instruction, but with the freedom for best practices within their own classroom environment. The professional development opportunity will provide teachers with activities to improve math discourse, & vocabulary instruction within the math classroom.

Action Steps to Implement

1. Teachers will use the provided district test for the grade-level prior to assess for gaps in their student learning.
2. Teachers will utilize the data from the pre-assessment to determine domains and standards where scaffold instruction from prior grade-level is necessary.
3. Teachers will utilize the FLVS platform for remote learners to provide quality, standards-based instruction.
4. Teachers will also provide brick and mortar students with weekly instruction and practice through the FLVS platform to familiarize students with technology-based learning.
5. Teachers of the same course will work together to develop a sequencing framework and lesson alignment that will allow all students (remote and brick & mortar) to receive the equitable instruction.
6. Teachers will receive professional development in meaningful discourse and/or vocabulary development.
7. Teachers will be able to choose from a variety of district level virtual professional development.
8. Teachers will increase their use of vocabulary activities.

Person Responsible

Victor Lowrimore (lowrimorev@santarosa.k12.fl.us)

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: We would like to focus on Improving ESE (Exceptional Student Education) students skills in the area of Reading and Math. Our current level of performance is 28% (math) and 21% (reading) of students in the ESE program. Woodlawn Beach Middle School achieved a level 3 or higher as evidence in the FSA data. 5.4- Achievement Gaps, is a focus due to our TS/I designation because of an ESSA sub-group (ESE) with a Federal index below 41%

Measureable Outcome: We expect our performance level to increase by 10% for students served in the ESE Department.

Person responsible for monitoring outcome: Victor Lowrimore (lowrimorev@santarosa.k12.fl.us)

Evidence-based Strategy: The use of SMART IEP (Individualized Education Plan) goals, placement of students in the least restrictive environment, and use of the (QIEP) Quality Individualized Education Plan.

Rationale for Evidence-based Strategy: Students requiring ESE services work towards mastery of meaningful individual educational plan goals on their QIEP while learning foundational skills they need to engage in rigorous, grade level content in the Least Restrictive Environment.

Action Steps to Implement

1. ESE teachers will attend QIEP training on writing SMART IEP Goals.
2. Implement a process for placing students requiring ESE services in the master schedule first in order to optimize service delivery and focus on clustering process to meet student needs.
3. ESE and General Education teachers will regularly assess, formally and informally, and utilize data to adjust instruction.
4. Use evidence-based practices for students with disabilities to teach a foundation of literacy and math skills as a pathway to grade level work.
5. ESE teachers will meet monthly to discuss and review student placement data, as well as interventions.

Person Responsible Victor Lowrimore (lowrimorev@santarosa.k12.fl.us)

#4. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: We would like to increase school wide student proficiency on the Reading FSA from 66% to 71%. During previous chats, teachers consistently shared that their students struggled with the KEY Ideas and Details strand of the Reading FSA. With additional support directly targeting how students identify key ideas and details, we feel that these students would be able to show proficiency on the 2021 Reading FSA

Measureable Outcome: Reading FSA Scores will increase 5%- From 66% to 71%.

Person responsible for monitoring outcome: Victor Lowrimore (lowrimorev@santarosa.k12.fl.us)

Evidence-based Strategy: Effective Reading Teaching Practices – Leveraging Prior Information, Scaffolding, Cross Content Training

Rationale for Evidence-based Strategy: The last Literacy Department meeting with ELA department chairs identified best teaching practices that accelerate student learning. These are practices which the district plans to provide professional development over the coming school year. Given supporting professional development, teachers will be able to more effectively implement these strategies in their classrooms, and better support improvement in proficiency of the 2021 Reading FSA.

Action Steps to Implement

1. Teachers receive professional development in Leveraging Prior Knowledge, Scaffolding, and Cross Content Training.

Training is in Literacy Department’s plans for 2020-2021 school year, provided by Mandy King.

2. With the many changes this year in the ELA department, close collaboration of grade level classes is a priority this year.

3. Additional reading support (CTRR) in Science and Social Studies classes will also contribute to FSA Reading scores.

Person Responsible Victor Lowrimore (lowrimorev@santarosa.k12.fl.us)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

All areas were addressed above.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Our School Advisory Committee made up of Parents, Teachers, Ed- Support, Administrators, Community members and Business partners. This Committee meets quarterly to address the needs of the school, performance of the school as well as the vision and mission of the school. Professional development of teachers and staff is addressed as well as any school improvement strategies needing to be implemented. The students also have involvement through our school HERO program. This is our Positive Behavior Support Program implemented throughout the school. Students participating in this program get the opportunity to share ideas and needs they feel need to be addressed. This gives administration feedback and insight from the student level. These two platforms are beneficial in building the positive school culture we have at Woodlawn.

Parent Family and Engagement Plan (PFEP) Link

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