

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Mrs. Jeanne Fridell

Official School Name: Woodlawn Elementary School

School Mailing Address:
508 Elm St.
Lawrence, KS 66044-5401

County: Douglas State School Code Number*: 8212

Telephone: (785) 832-5920 Fax: (785) 832-5922

Web site/URL: www.usd497.org E-mail: jfridell@usd497.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Rick Doll

District Name: USD 497 Tel: (785) 832-5000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Scott Morgan

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*
The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)
- | | |
|-----------|-----------------------------------|
| 15 | Elementary schools (includes K-8) |
| 4 | Middle/Junior high schools |
| 2 | High schools |
| 1 | K-12 schools |
| 22 | TOTAL |

2. District Per Pupil Expenditure: 9614

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 4 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6	13	16	29
K	29	19	48	7			0
1	21	22	43	8			0
2	12	14	26	9			0
3	19	15	34	10			0
4	13	12	25	11			0
5	20	13	33	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							238

6. Racial/ethnic composition of the school: 9 % American Indian or Alaska Native
0 % Asian
14 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
77 % White
0 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 15 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	19
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	17
(3)	Total of all transferred students [sum of rows (1) and (2)].	36
(4)	Total number of students in the school as of October 1.	239
(5)	Total transferred students in row (3) divided by total students in row (4).	0.151
(6)	Amount in row (5) multiplied by 100.	15.063

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 2

Number of languages represented: 2

Specify languages:

Croatian and Spanish

9. Students eligible for free/reduced-priced meals: 64 %

Total number students who qualify: 152

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 16 %

Total Number of Students Served: 37

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>2</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>15</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>2</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>12</u>	<u>0</u>
Special resource teachers/specialists	<u>5</u>	<u>0</u>
Paraprofessionals	<u>7</u>	<u>0</u>
Support staff	<u>3</u>	<u>3</u>
Total number	<u>28</u>	<u>3</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 20 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	96%	96%	96%	96%
Daily teacher attendance	95%	95%	95%	94%	94%
Teacher turnover rate	10%	10%	5%	25%	10%
Student dropout rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Teacher attendance notes: Attendance rates for 2004-2005 and 2005-2006 would be 96% when absences for 2 staff members with chronic illnesses were deducted. Likewise, teacher attendance in 2006-2007 would be 96% when absences for 1 staff member with chronic illnesses was deducted.

Teacher turnover rate in 2005-2006 reflects 1 retirement. 2007-2008 reflects 1 staff member who did not fulfill contract- left on 5/02/2008. 2008-2009 reflects 1 reduction in force.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	0	%

PART III - SUMMARY

Woodlawn Elementary has often been referred to as “the best kept secret in Lawrence.” The only remaining Lawrence school north of the Kansas River, Woodlawn has an extended history with the original building having been lost in a 1923 fire. The present building has a 2-story structure built in 1924, an eight-classroom wing built in 1961, with the gymnasium added in 1998 and the library addition completed in 2000. An Outdoor Wildlife Learning Site is located to the east of the school, with a gazebo, butterfly garden and pond.

Serving a diverse population, Woodlawn has numerous young, professional families as well as families facing economic hardships. At the present time, more than sixty percent of our students qualify as low SES. North Lawrence is a very close-knit “community within a community” with multiple generations returning to attend school here. Woodlawn has the capacity to be a two-section school, however this year there are one-sections of both fourth and sixth grade. Full-day kindergarten has been in place since 2007. An After-School Program, currently sponsored by the Boys and Girls Club, boasts an enrollment of over 60% of Woodlawn students. Tutoring, literacy and computer activities, sports and recreation provide a safe, supportive atmosphere for those participants.

Woodlawn’s calm, caring, respectful atmosphere supports its mission of having high expectations for all students and making sure each student is given assistance to reach his/her potential as they begin their journey toward becoming successful and productive adults. As we begin each day in the gym, students and staff recite this affirmation:

I count.

I am important to my school.

I do my best every day.

I make a difference.

The professional, close-knit staff is highly qualified, with 40% of our classroom teachers having obtained Master’s degrees. Our classified staff is highly qualified as well, with over half of our para-educators holding college degrees. Shared leadership comprises the heart of our school with the principal, instructional coach, building leadership team, and mental health team valuing input from all staff members- both certified and classified. Having been a Reading First School from 2000-2006, staff members continue to use research - based instructional strategies aligned to the standards and realize the importance of early intervention. Utilizing a building-wide schedule enables teachers, our instructional coach, Title I resources, and Special Education staff to provide remedial and enriched interventions for both reading and math to all students. Shared responsibility for all our students, student data-driven collaboration, and constant reflection sets the firm foundation for “Learning for All- Whatever It Takes.”

A positive school climate is essential and Woodlawn staff members realize that strong relationships with parents and our community are key elements. It is a goal to build those relationships through positive communication and shared experiences such as conferences, family math and reading night, carnival, grandparents’ day, work days in the OWLS area, as well as service projects. Many of our service projects have involved the Ballard Community Center, a non-profit organization in the North Lawrence community that provides affordable child care and early education as well as basic life assistance for families in need. We are fortunate to have an active PTO, supportive site council, and three very involved business partners who assist us with endeavors such as Body Venture and Junior Achievement lessons.

The entire Woodlawn community takes pride in its academic growth, having achieved Building-wide Standards of Excellence in both reading and math for the past three years. In both 2006 and 2008, Woodlawn was recognized with the Confidence in Public Education Task Force’s Challenge Award. As our Woodlawn chant states, “Our best. No less.”

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

Woodlawn Elementary students in grades 3-6 participate in the Kansas State Reading and Mathematics Assessments. The assessments, which are aligned with the state standards, are developed by the Center for Educational Testing and Evaluation at the University of Kansas. The Kansas State Department of Education webpage, www.ksde.org, provides the stated standards for each grade level and also posts the assessment results. From 2001-2005, Kansas used Unsatisfactory, Basic, Proficient, Advanced and Exemplary as the five performance level categories. In 2006, the state changed the performance levels names to Academic Warning, Approaches Standard, Meets Standard, Exceeds Standard, and Exemplary. To meet Kansas Standards, students must perform in the Meets Standard or above categories in reading and math.

With high expectations, Woodlawn Elementary students have achieved exemplary growth in both reading and math. In 2005-2006, 78% of Woodlawn's 3-6th grade students scored in the top three categories in reading; Proficient, Advanced and Exemplary. In 2007-2008, 94% of Woodlawn's 3-6th grade students scored in the renamed top three categories in reading; Meets Standards, Exceeds Standards, and Exemplary. Likewise in math, in 2005-2006, 87% of Woodlawn's 3-6th grade students scored in the top three categories. In 2007-2008 this percentage increased to 96% for our 3-6th grade students.

Due to a 40% turnover last year in our grade 3-6 teaching staff, achievement dropped slightly to 91% of students scoring in the top three categories in reading and 90% of students scoring in those categories in math, although we continue to be well-above the AYP goals of 79.7% for reading and 77.8% for math.

With the Federal No Child Left Behind Act, Woodlawn Elementary data shows over the last five years we have progressively stayed above AYP goals. In 2008-2009 our 3rd grade math and 6th grade reading and math students met the 2014 AYP goal of 100% of students scoring Meets Standards and above. Also reflected in those numbers would be the fact that 100% of our low SES population is scoring in those three performance levels.

The trends for all grade levels in reading over the five years have shown a steady increase from grade level to grade level, in overall scores as well as scores disaggregated for low SES. In looking at the percentage of students scoring in the top three categories disaggregated for low SES, there has been a 28% increase in third grade (62% to 90%), 27% increase in fourth grade (68% to 95%), 26% increase in fifth grade (74% to 100%), and 19% increase in sixth grade (81% to 100%). Additionally, the percentage of low SES students scoring in the exemplary category in third grade has gone from 19% in 2005-2006 to 75% in 2008-2009. In fifth grade, this percentage increased from 33% in 2005-2006 to 81% in 2008-2009. By continuing differentiated instruction and high expectations for all students, we hope to continue this trend.

The percentage increases in math scores for meets, exceeds, and exemplary disaggregated for low SES these past five years has been 19% for third grade (81% to 100%), 23% for fourth grade (77% to 100%), 11% for fifth grade (83% to 94%) and 24% for sixth grade (76% to 100%). Of special note would be that in third grade, the percentage of low SES students scoring in the exemplary category has increased from 19% in 2005-2006 to 90% in 2008-2009.

Woodlawn has been the proud recipient of Building Standards of Excellence in both Reading and Math for the past three years. In addition to numerous grade level standards of excellence, we have received two Challenge Awards from the Confidence in Kansas Public Education Task Force in 2007 and three such awards in 2009.

2. Using Assessment Results:

Woodlawn teachers and support staff members continuously dissect, reflect, and utilize student data to guide instructional and professional development decisions. This process begins each school year as Woodlawn Summer Alignment Teams meet to analyze data collected from the previous year.

For the first twenty days of the new school year the Woodlawn staff spends time getting to know student personalities, including behavioral and academic strengths and weaknesses. Procedures are put in place and practiced so students feel comfortable at their school and expectations are transparent.

According to initial test scores and observations, students are placed in small reading and math groups. A school-wide schedule has allowed each grade level to have a protected 30-minute intervention block for both reading and math in which instruction is further focused and differentiated for the student or small group's individual needs. This three-tier instructional system is delivered by classroom teachers, Title 1 and SPED resource teachers, as well as para-educators with planning and delivery modeling assistance from our instructional coach.

Instruction for all math and reading groups are based on, and aligned with state standards. Both formal and informal assessments are used to continuously monitor student progress toward individual student goals. If progress is not obtained, students are re-taught and re-assessed. Action plans are formulated to address individual student needs and provide a roadmap for further instruction.

Students whose scores continue to fall below benchmark and proficiency are discussed during monthly grade level collaboration meetings and/or referred to a Student Intervention Team. At both these levels, teams brainstorm strategies and resources, which may include additional diagnostic testing or placement in Title 1 programs. Throughout the year, data is on-going and reflection is continuous as it is used to inform instruction, guide student placement, enlighten parents and staff, differentiate instruction and most importantly-- ensure success for each student.

3. Communicating Assessment Results:

Communicating assessment results with all entities involved in a student's academic career, especially the students themselves, is essential to continued success.

Each week on Wednesdays, all schools in our district have early-release to provide time for staff members to collaborate. In our building, we rotate between meeting with grade level teachers one week, and meeting as an entire staff the next week. Through these means of collaboration, we are able to analyze data, as well as continue to target our school improvement plan and provide professional development. Classroom teachers and support personnel are responsible for posting progress monitoring data on a shared network drive so that our entire building shares and "owns" the data for all our students. This collaboration ensures that we are communicating an accurate picture of progress as we then meet with students and their parents.

Parents and the Lawrence community are regularly updated on student progress through a monthly Woodlawn newsletter. In addition, teachers contact parents via phone calls, email, classroom newsletters and through conferences. In addition to mailing individual student results of the Kansas State Assessments to families, teachers share those results (as well as MAP progress results and graphs) with families during conferences, allowing for discussion and explanations of the results. Each year students who have scored in the exemplary category on the Kansas State Assessments are recognized at a school-wide achievement awards assembly.

Families are encouraged to access the Lawrence Public Schools website and the link to Woodlawn (www.usd497.org) which provides school-wide information. In addition to the means listed above, this year it has been a goal for each Woodlawn staff member to keep a communication log of all contacts being made

outside the school day to their students and families. Communication throughout the year contributes to an ongoing awareness of learning in our Woodlawn community.

4. **Sharing Success:**

Woodlawn has had many opportunities to share its successes as staff members have participated at various state and national Reading First conferences. As news of our student successes has become public, learning coaches and teachers within our district as well as outside our district have asked to come visit our school and observe interventions we have in place. We welcome these visits as opportunities for both parties to share and learn from each other.

The North Lawrence community surrounding Woodlawn takes pride in our successes. A parent involvement facilitator strengthens school/community relationships, and neighborhood businesses offer generous support. The School Board and Lawrence Education Association members visit annually to brainstorm new ideas and reaffirm effective approaches. A district-wide web-based newsletter circulates daily to showcase upcoming events and report on successes at various schools. Additionally, the Lawrence School Board and the local newspaper, the Lawrence Journal World, have recognized Woodlawn for achieving Challenge Awards as well as Standards of Excellence Awards. The community is in tune with Woodlawn happenings through these outside media sources.

Within our school community, Woodlawn offers many opportunities for students and staff to share success. Parents, staff and community members of the PTO meet monthly to share ideas regarding achievement and to plan enrichment activities. Our Site Council serves as a strong advocate of our school. Many Woodlawn teachers actively serve on district-wide decision-making committees. Once a trimester, during awards ceremonies, students receive certificates for their academic success. The annual Standards of Excellence Ceremony is an opportunity to highlight student involvement in reaching state assessment goals.

A banner in the gym and pennants outside the main office boasts Standards of Excellence Awards, and are visible means of communicating successes when community agencies utilize our school for events such as the Thanksgiving 5K Run.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

At Woodlawn Elementary, curriculum reflects our district mission statement; “Learning for All” and is aligned to Kansas state standards, indicators and benchmarks. Differentiated instruction through flexible reading and math intervention groups enables students to achieve success in meeting the state standards. Instruction is tailored to meet the needs of individual students using a multi-tiered support system that includes certified Title I and Special Education teachers and trained para-educators.

Language arts instruction includes explicit instruction in the areas of phonemic awareness, phonics, vocabulary, fluency, and comprehension. The language arts program employs Fountas and Pinnell’s research-based guided reading model. Delivery includes whole group lessons using think aloud, read aloud, shared reading, and skill based mini-lessons. A variety of genres are used in the instruction of narrative, expository, persuasive, and technical text types. Students are given instruction in the writing process and are evaluated using the Six Traits Writing Rubric. Writing is integrated across all content areas.

The math program is a spiraled, integrated program that is tied into multiple curricular areas. The students are taught mathematical concepts through the use of real world problem solving strategies, vocabulary, manipulatives, technology, and literature. Opportunities are used to reinforce mathematical concepts.

Science instruction uses a hands-on, integrated approach designed to accommodate various learning styles. Science lessons are created using the 5 E model (Engage, Explore, Explain, Extend, and Evaluate) to teach the areas of physical, biological, earth and life sciences. Inquiry-based activities are embedded in thematic units assigned to each grade level.

The health education program encourages our students to make healthy and safe life choices. Topics include: the human body, consumer and personal health, nutrition, physical activity and fitness, community and environmental health. Through the district wellness initiative, our school has participated in school-wide walks and our PTO has sponsored a Walk/Jump-A-Thon as a spring fund-raiser.

Social Studies is taught at each grade level and is designed to make students more aware of their civic responsibilities. Skills focused on are: geography, culture, civics/government, history, anthropology/sociology, and economics. Civic leaders visit our school each spring with Jr. Achievement economics lessons.

Art education involves learning the elements and principles of art, and making two- and three-dimensional art using various materials and methods. Students also learn why art- past and present- is distinctive to its own time and how art relates to other curricular areas such as math, science, music, and social studies. Our art teachers participate in web-based sharing and display of student art work through Artsonia.

All Lawrence students participate in music education. Students learn about history and culture through dancing, singing, and playing instruments. Students learn that music can be an appropriate outlet for individual expression as well as a collaborative effort with one’s peers.

During physical education classes, students practice both gross and fine motor skills through the use of games, sports, and various athletic exercises. Additionally, students learn how to utilize the concepts of teamwork, goal setting and special awareness. The skills and games taught can be used by students for the remainder of their lives.

The library/media specialist teaches and facilitates the students' use of technology and in-depth research. Students utilize programs which teach word-processing skills, multi-media presentations, and enhance reading and math skills. In addition, students are taught and given the opportunity to apply appropriate internet research and browsing.

The elementary guidance program is integrated into each grade level and is taught by the school counselor and the classroom teacher. Some of the topics discussed are character building, goal setting, developing a positive self-image, and individual responsibility at school, in the community, and at home.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Research-based reading instruction has always been a priority at Woodlawn. Being a Reading First school has enabled our staff to participate in quality staff development including KALL training, Kansas Reading Academy, and district in-service opportunities to stay current with new instructional approaches.

A 90- 120 minute reading block allows staff to differentiate instruction, meeting the needs of all students using a balanced literacy approach. Kindergarten through second grade utilizes Animated Literacy as a tool to enhance beginning readers' mastery of Phonemic Awareness and Phonics. Staff teaching second through sixth grade students use a Word Study program that not only teaches visual spelling strategies but also focuses on broadening vocabulary by teaching the morphemic elements. Using the Guided Reading framework allows teachers to scaffold and support student learning at their instructional level. Holding students accountable for using proficient reader strategies is critical for achieving independent success. Those reading strategies are then integrated into other content areas.

Frequent monitoring guides our teachers' decisions in planning, forming flexible groups, and targeting needs of our students. DIBELS, running records, formative assessments, and daily observations assist teachers in identifying students who may not be responding to intervention. Monthly intervention collaboration meetings allow classroom teachers, Title 1 interventionists, and Special Education teachers to set goals and align instruction to meet the needs of struggling readers. The Student Intervention Team focuses on a more individualized plan for students who need more sustained intervention.

The Library Media Specialist and Instructional Coach provide on-going assistance to teachers and students.

Programs that extend learning outside the instructional day reinforce concepts previously taught. Those include tutors sponsored by Kansas University, America Reads, YES tutors, Native American Student Services, the Boys and Girls Club After- School Program and many parent volunteers. Woodlawn staff also provides after-school tutoring on an as-needed basis.

3. Additional Curriculum Area:

At Woodlawn our goal is to provide a solid foundation in mathematics so students will be life-long successful citizens. Grades kindergarten through sixth use a spiraling curriculum to teach and reinforce the state mathematics standards. All grades receive 60 minutes of core math instruction per day with an additional 30 minute math intervention time given four days a week to provide enrichment and remediation. Students are instructed in mental math strategies, computation and problem solving using the four-step "I CAN" model with the ten strategies. The core mathematics program includes whole group, cooperative group and differentiated small group instruction. Math models and manipulatives are used frequently to provide hands-on opportunities to develop math conceptual understanding. Currently our second grade is participating in a district-wide field test of a new math program being considered for adoption. In the past, several staff members have been a part of the district's math leadership mentor program.

Monthly grade level collaboration occurs to discuss assessment information (classroom formative, summative, and standardized tests; Kansas State Assessments and MAP) and individual student progress which guides our decisions of what intervention to use with students. Interventions may include Title I math remediation, para-educator classroom support, modified assignments and assessments, after school tutoring and special education services. Emphasis is on student mastery of targeted state indicators in the areas of number sense, algebra, geometry and data.

We believe parent communication is vital to students' growth in math. We host an annual Title I Math/Reading night where families participate in activities that they take home to reinforce skills. Our math programs have unit newsletters that are sent home to the families to inform them of the math concepts being taught. Through our school webpage, families have access to online practice. At sixth grade an online textbook component is available to our parents and students.

4. Instructional Methods:

Through professional development opportunities, teachers at Woodlawn have learned and utilize a wide variety of research-based instructional methods to address individual needs. Marzano's *Nine Instructional Strategies* and *Academic Vocabulary* models, Fred Jones' *Visual Instructional Plans*, and Kagan's *Cooperative Learning Structures* are a few of the strategies which are utilized to intellectually and physically engage students in learning. Through the use of manipulatives and realia, students are introduced to new concepts moving from concrete examples to abstract thinking.

Student partnerships are created across grades to facilitate learning and relationships. Student-led dialogues help to reinforce lessons the teachers have introduced. Differentiation is addressed through the use of small groups, reading/math intervention blocks, and in-class support from para-educators and other support staff. Assignments and assessments are modified according to specific student needs. One way this is achieved is through the use of differentiated student work stations during reading and math instruction. For students who excel, enrichment and extension activities are provided by classroom teachers and our part-time gifted facilitator.

After-school tutoring programs are offered to assist students with homework and remediation. These opportunities are supported through the Boys and Girls Club, by Special Education and Title staff members and through the Native American Student Services. In addition, we have the Riverhawk Watch at Woodlawn, which is a homework center for students in grade 4-6 who have late / missing assignments. It runs four days a week for an hour each day. This policy assists in developing a higher rate of homework being turned in, therefore getting a more accurate picture of each student's ability.

5. Professional Development:

Woodlawn School has been and continues to be heavily invested in professional development that is in alignment with district goals as well as the needs of our students. Each year our Building Leadership team reviews our professional development plan to revise and refine our goals for the upcoming year. In recent years we have focused on the academic areas of SBRR strategies through the Reading First grant and Differentiated Instruction, using Carol Ann Tomlinson's book, *The Differentiated Classroom*, as well as others on the same topic. We have also focused on classroom management strategies through the study of Jim Fay's *Love and Logic* framework and Fred Jones' *Tools for Teaching* course.

We continue to devote a major portion of our staff development efforts toward data-driven instructional planning and building wide implementation of a tiered intervention system that supports all of our students' needs in the areas of Reading and Math. Our intervention collaboration grade level meetings are held monthly to discuss the progress of our students and the instructional strategies that need to be sustained, tweaked, or changed to promote adequate growth for each student. Our district and building instructional coaches help

teachers in their classrooms by mentoring, modeling instructional strategies, analyzing assessments, co-planning lessons, problem solving student's needs, and identifying appropriate materials for the focus of instructional groups.

Woodlawn teachers create individual SMART goals each year that align with district and building goals. Teachers choose to write goals that will help them develop an area of interest professionally that will be connected to and measured by student achievement in their classroom.

The staff at Woodlawn School is dedicated to the mission of all students being successful and reaching their individual highest potential. Teachers are consistently discussing, sharing, and creating new strategic practices within and across grade levels to improve their own personal instructional skills.

6. School Leadership:

The Woodlawn staff has developed a strong professional learning community built on trust and shared leadership. Many teams work in tandem to support academic, behavioral, and emotional needs of our students and their families. The heart of the PLC is the Building Leadership Team which meets twice monthly and consists of a primary teacher, intermediate teacher, Title and SPED support staff, the library media specialist, instructional coach, para-educator and principal. The purpose of this group is four-fold: 1.) To provide a process for, and access to, problem identification and problem solving. 2.) To provide a collaborative procedure for shared decision-making. 3) To provide a means to initiate and support school-wide improvement initiatives. 4) To gather information and ideas from, and distribute information to, all staff through group representatives.

Academic collaboration and support is visible during monthly grade level Intervention Collaborations, Special Education team meetings, and SIT meetings. These teams have in common the fact that student placement and intervention decisions are based on progress monitoring student data.

Itinerant part-time staff members gather weekly to meet as the Woodlawn Mental Health Team. The counselor, parent facilitator, psychologist, social worker and nurse meet with the principal to address physical, mental, and social needs of students as referred to the team by classroom teachers and other support staff. Many times actions from this team will take the form of parent phone calls, home visits, and/or contacts with public and private support agencies.

This year we have initiated HAWKS groups. (Helping All Woodlawn KidS) Each adult in the building is assigned to a cross-grade group of six or seven students. This increased sense of connectedness to the school will help students build an overall sense of success, provide encouragement and let them know that adults in the building care about them.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 3 Test: Kansas State Assessment
 Edition/Publication Year: 2006 Publisher: Kansas State Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	100	97	96	83	
% Advanced	89	73	77	41	
Number of students tested	27	32	26	29	
Percent of total students tested	100	97	100	100	
Number of students alternatively assessed	1	3	4	1	
Percent of students alternatively assessed	0	1	15	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	96	100	81	
% Advanced	90	64	83	19	
Number of students tested	20	21	18	16	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subgroup 6 represents White Students.

3rd grade began Math State Assessments in 2005-2006.

Subject: Reading

Grade: 3 Test: Kansas State Assessment

Edition/Publication Year: 2006

Publisher: Kansas State Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	93	85	92	72	
% Advanced	74	74	69	38	
Number of students tested	27	32	26	29	
Percent of total students tested	100	94	96	100	
Number of students alternatively assessed	1	3	6	0	
Percent of students alternatively assessed	0	1	23	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	90	78	94	62	
% Advanced	75	61	67	19	
Number of students tested	20	21	18	16	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subgroup 6 represents White Students.

3rd grade began Reading State Assessments in 2005-2006.

Subject: Mathematics

Grade: 4 Test: Kansas State Assessment

Edition/Publication Year: 2000/2006

Publisher: Kansas State Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	91	93	87	97	84
% Advanced	55	54	30	41	52
Number of students tested	33	28	30	32	28
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	5	1	1	0
Percent of students alternatively assessed	1	18	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	91	94	77	100	88
% Advanced	46	50	12	32	38
Number of students tested	21	18	17	22	18
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subgroup 6 represents White Students.

Subject: Reading

Grade: 4 Test: Kansas State Assessment

Edition/Publication Year: 2006

Publisher: Kansas State Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	97	93	90	75	
% Advanced	58	46	43	37	
Number of students tested	33	28	30	32	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	2	4	3	0	
Percent of students alternatively assessed	1	14	10	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	95	89	88	68	
% Advanced	41	39	18	27	
Number of students tested	21	18	17	22	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subgroup 6 represents White Students.

4th grade began Reading State Assessments in 2005-2006

Subject: Mathematics
Edition/Publication Year: 2006

Grade: 5 Test: Kansas State Assessment
Publisher: Kansas State Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	96	92	91	84	
% Advanced	62	77	69	64	
Number of students tested	26	26	32	25	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	4	0	0	0	
Percent of students alternatively assessed	15	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	94	87	91	83	
% Advanced	56	60	67	67	
Number of students tested	13	15	21	18	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subgroup 6 represents White Students.

5th grade began State Math Assessments in 2005-2006.

Subject: Reading

Grade: 5 Test: Kansas State Assessment

Edition/Publication Year: 2000/2006

Publisher: Kansas State Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
% Proficient plus % Advanced	96	96	100	80	77
% Advanced	77	62	69	40	48
Number of students tested	26	26	32	25	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	5	2	0	1	0
Percent of students alternatively assessed	19	1	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	94	93	100	78	74
% Advanced	81	40	67	33	42
Number of students tested	13	15	21	18	21
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subgroup 6 represents White Students.

Subject: Mathematics
Edition/Publication Year: 2006

Grade: 6 Test: Kansas State Assessment
Publisher: Kansas Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	100	97	79	83	
% Advanced	80	61	54	44	
Number of students tested	25	31	28	36	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	4	0	0	1	
Percent of students alternatively assessed	16	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	100	76	78	
% Advanced	67	63	52	39	
Number of students tested	14	19	21	23	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subgroup 6 represents White Students.

6th grade began Math State Assessments in 2005-2006

Subject: Reading

Grade: 6 Test: Kansas State Assessment

Edition/Publication Year: 2006

Publisher: Kansas State Department of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	100	97	82	86	
% Advanced	64	71	57	49	
Number of students tested	25	31	28	36	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	4	0	1	1	
Percent of students alternatively assessed	16	0	0	0	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced	100	95	81	82	
% Advanced	40	63	57	39	
Number of students tested	14	19	21	23	
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

Notes:

Subgroup 6 represents White Students.

6th grade began Reading State Assessments in 2005-2006.