

Pinellas County Schools

Walsingham Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Walsingham Elementary School

9099 WALSHINGHAM RD, Largo, FL 33773

<http://www.walsingham-es.pinellas.k12.fl.us>

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Walsingham Elementary will prepare our students to become independent learners with the desires, the skills, and the abilities necessary for lifelong learning.

Provide the school's vision statement.

100% student success.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Williams, Quinn	Principal	<ul style="list-style-type: none"> •Develops, implement, and evaluates school philosophy, goals and objectives reflecting district and state goals •Develops, implements and evaluates School Improvement Plan (SIP) and School-wide Discipline Plan •Develops and manages a Center of Excellence on the specified campus as approved by the School Board, if applicable •Develops and maintains a positive school/community climate and a safe and healthy environment. •Plans, implements, and evaluates the school instructional program based on student needs and within state and district guidelines •Plans, implements, supervises, and/or evaluates all other programs, i.e., Parent Teacher Association (PTA), School Advisory Committee (SAC), Athletics, Extra-Curricular, Co-Curricular, Booster Clubs, if applicable •Determines staffing needs including selection, supervision, staff development and evaluation of all school personnel •Disseminates and implements Pinellas County School Board policies and procedures as it relates to students staff and school community •Manages finances including the budget and record keeping processes, and inventory control of all school resources •Maintains records and necessary reports for efficient operation of school and compliance with federal, state, and local requirements •Plans and manages for efficient utilization and maintenance of the school plant •Performs other related duties as required
Massie, Meghan	Assistant Principal	<ul style="list-style-type: none"> • Developing, implementing, and evaluating school philosophy, goals, and objectives reflecting district and state goals. • Maintaining, ordering, and inventorying textbooks, materials, and equipment. • Coordinating custodial procedures and initiating work orders for plan maintenance. • Planning for and supervising school activities. • Supervising student movement in all aspects of the program including cafeteria, time-out room, buses, crowd control, hall traffic. • Planning for and scheduling facilities use. • Planning, implementing, and evaluating the school instructional program based on student needs. • Determining staffing needs including selection, supervision, staff development, and evaluation of all school personnel. • Managing instructional budget. • Maintaining records and completing necessary reports. • Supervising pupil services (i.e. attendance, discipline, counseling). • Developing and maintaining a positive school/community climate and safe and healthy environment. • Implementing Pinellas County School Board Policies and Procedures as it relates to students, staff, and school community.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The staff gave input for the SIP development process during PLCs and curriculum meetings in May of 2023. The fourth and fifth graders who attended the Student Leadership Summit added questions to their surveys given school wide to students that were used to gather input for the School Improvement Plan. The parent climate survey allowed us to gather input used in creating the SIP.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement goals and actions steps are the foundation for our PLC weekly meetings. All conversations and decisions align to assessment data results in all academic areas. These results show us our gaps and how our actions steps are assisting us in meeting our goals. Staff bring documentation of authentic student work to determine which strategies are successful and which need to be revised for continuous improvement.

Demographic Data	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	52%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
2021-22 ESSA Identification	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: B 2019-20: C 2018-19: C

	2017-18: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	19	30	21	20	21	23	0	0	0	134	
One or more suspensions	0	0	1	0	0	1	0	0	0	2	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	14	21	6	0	0	0	41	
Level 1 on statewide Math assessment	0	0	0	12	17	9	0	0	0	38	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	9	26	18	14	21	6	0	0	0	94	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	9	7	0	0	0	16

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	1	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	29	15	22	23	20	0	0	0	109	
One or more suspensions	0	0	0	0	0	1	0	0	0	1	
Course failure in ELA	0	0	0	0	0	3	0	0	0	3	
Course failure in Math	0	0	0	0	2	6	0	0	0	8	
Level 1 on statewide ELA assessment	0	0	0	1	21	0	0	0	0	22	
Level 1 on statewide Math assessment	0	0	0	11	7	0	0	0	0	18	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	7	5	4	6	11	3	0	0	0	36	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	3	1	1	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	29	15	22	23	20	0	0	0	109	
One or more suspensions	0	0	0	0	0	1	0	0	0	1	
Course failure in ELA	0	0	0	0	0	3	0	0	0	3	
Course failure in Math	0	0	0	0	2	6	0	0	0	8	
Level 1 on statewide ELA assessment	0	0	0	1	21	0	0	0	0	22	
Level 1 on statewide Math assessment	0	0	0	11	7	0	0	0	0	18	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	7	5	4	6	11	3	0	0	0	36	

The number of students by current grade level that had two or more early warning indicators:

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

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	3	1	1	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	56	55	56	56	54	57
ELA Learning Gains	68	62	61	51	59	58
ELA Lowest 25th Percentile	75	55	52	53	54	53
Math Achievement*	52	62	60	56	61	63
Math Learning Gains	48	65	64	40	61	62
Math Lowest 25th Percentile	35	54	55	44	48	51
Science Achievement*	57	57	51	45	53	53
Social Studies Achievement*		0	50		0	
Middle School Acceleration						
Graduation Rate						
College and Career Acceleration						
ELP Progress	90			77		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	481
Total Components for the Federal Index	8
Percent Tested	97
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2021-22 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	48			
ELL	58			
AMI				
ASN				
BLK	46			
HSP	62			
MUL				
PAC				
WHT	53			
FRL	59			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	56	68	75	52	48	35	57					90

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
SWD	45	61		38	47							
ELL	40	60		60	40							90
AMI												
ASN												
BLK	52	64		36	31							
HSP	60	70		56	43		50					93
MUL												
PAC												
WHT	50	60		51	56	40	59					
FRL	55	65	71	52	47	31	54					100

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	54	43	42	58	36	36	66					67
SWD	32	40		51	50		64					
ELL	48			56	40		30					67
AMI												
ASN												
BLK	42			42								
HSP	57	44		61	35		47					60
MUL												
PAC												
WHT	55	50		60	42		74					
FRL	57	45		61	30		66					61

2018-19 ACCOUNTABILITY 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	ELP Progress
All Students	56	51	53	56	40	44	45					77
SWD	45	39	45	45	50	55	21					
ELL	42	43	45	52	50		27					77
AMI												

2018-19 ACCOUNTABILITY 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	ELP Progress
ASN												
BLK	32	39		27	28							
HSP	54	42	27	52	39		40					72
MUL	50			50								
PAC												
WHT	61	59	82	61	42	47	56					
FRL	53	45	46	49	36	44	40					80

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	78%	57%	21%	54%	24%
04	2023 - Spring	48%	58%	-10%	58%	-10%
03	2023 - Spring	43%	53%	-10%	50%	-7%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	67%	62%	5%	59%	8%
04	2023 - Spring	57%	66%	-9%	61%	-4%
05	2023 - Spring	76%	61%	15%	55%	21%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	47%	60%	-13%	51%	-4%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

The Science data showed the lowest performance because it decreased from 57% to 50% proficiency. The contributing factor to the low performance is the clear understanding of the learning goals and the extent of the standards. The intermediate grades did not engage in enough collaborative planning in science to fully understand how to active prior knowledge and future learning of the Big Ideas in science.

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

4th grade Math declined 4 percentage points from the previous school year. There was a struggling teacher in this grade level that did not grow with the supports given to her throughout the school year.

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.

On the 3rd grade FAST testing in ELA showed the greatest gap compared to the state average. 43% of students were proficient compared to 50% from the state. The target-task alignment and rigor contributed to the gap in third grade level. Students need more frequent monitoring and consistent feedback based on formative assessment data.

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

5th grade math showed the greatest improvement. Students increased from 48% to 81% proficiency which is a third three percent increase in 5th grade math. The math teacher motivated students and deepened student engagement. He employed instructional practices that resulted in rigorous, student-centered instruction. Go To Curriculum Leaders provided Professional Development and peer feedback that was essential for growth with 5th grade.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Our largest area of concern is attendance. We have a variety of strategies to incentivize students and families to value education and come to school daily. We are using data to problem solve and target students who need differentiated strategies to increase daily student attendance.

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

1. Limiting teacher talk. Teacher feedback will show an increase of teachers moving away from "teacher centered" and towards "student centered with rigor."
2. Instruction focused on standards-based benchmarks, targets, task alignment, and levels of questioning.
3. Providing sustained Professional Development from our "Go-To Curriculum Leaders," administration and JIT coaches.
4. Data driven instruction based on formal and informal assessments with actionable feedback on evidence-based practices.
5. Engage the students and families in attendance related activities to ensure they are knowledgeable of the data and the importance of attendance.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Explicit instructional practice for novices in learning new content, skill, or concept: 1) full, clear explanations, 2) teacher modeling, 3) Provide a "worked-out" sample with full teacher explanation, 3) Full guidance during student practice, 4) Teacher corrective feedback. Decades of research clearly demonstrate that for novices (comprising virtually all students), direct, explicit instruction is more effective and more efficient than partial guidance. Teachers are more effective when providing explicit guidance with practice and feedback rather than requiring student discovery while learning new skills/concepts. A review of 70 studies indicates that failure to provide strong instructional support produced measurable loss of learning: minimal guidance can increase the achievement gap.

Differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction. Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: (1) content—what the student needs to learn or how the student will get access to the information; (2) process—activities in which the student engages in order to make sense of or master the content; (3) products—culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and (4) learning environment—the way the classroom works and feels. The most important factor in differentiation that helps students achieve more and feel more engaged in school is being sure that what teachers differentiate is high-quality curriculum and instruction.

Measurable Outcome:

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

As measured by the 2022-2023 FAST Assessments:

Overall Proficiency in ELA will increase 10% (from 60 to 70%)

Grade 3 Proficiency in ELA will increase 10% (from 43 to 53%)

Monitoring:

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

Administration collect Professional Learning Community Notes, Walk through Data, Review Lesson Plans. Instructional Leadership Team review performance data from FAST, Renaissance, iStation, Dreambox, etc), Intervention Data. Administration will be present during PLCs.

Person responsible for monitoring outcome:

Quinn Williams (williamsq@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In order to ensure instructional supports are in place for all students, tools and evidence based practices that impact student achievement will be regularly shared with teachers through individual conversations, PLCs, and professional development.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback ensuring ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with high-quality feedback and opportunities to use that feedback. Third grade feedback will ensure tasks are not only engaging, but rigorous as well.

Employ instructional practices that result in students doing the work of the lesson.

Employ instructional practices to motivate and deepen student engagement including, but not limited to: positive expectations for success; novel tasks or other approaches to stimulate curiosity; developing a compelling introduction for each lesson: a one- or two-minute preview or "pitch" to help students see the relevance of the day's lesson; .meaningful tasks related to student interests & cultural backgrounds; opportunities for students to ask their own questions, set their own goals, and make their own choices; employ simple procedures for ensuring that every student is attentive during instruction—with their eyes are on the teacher, ready to learn.

Person Responsible: Quinn Williams (williamsq@pcsb.org)

By When: December 2023 Mid Year Reflection

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

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Pose purposeful questions. Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships. Build procedural fluency from conceptual understanding. Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems. Elicit and use evidence of student thinking. Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

Measurable Outcome:

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

As measured by the 2022-2023 FAST Assessments:
Proficiency in Math will increase 10% (from 69% to 79%)

Monitoring:

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

Administration collect Professional Learning Community Notes, Walk through Data, Review Lesson Plans. Instructional Leadership Team review performance data from FAST, Renaissance, Dreambox, etc), Intervention Data. Administration will be present during PLCs.

Person responsible for monitoring outcome:

Quinn Williams (williamsq@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In order to ensure instructional supports are in place for all students, tools and evidence based practices that impact student achievement will be regularly shared with teachers through individual conversations, PLCs, and professional development.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Employ instructional practices and routines that promote student-centered learning (Higher-Order Questioning, Pinellas Problem Solving Routine, Play-Explore-Investigate (PEI) Routine, Number Sense

Making Routines, Collaborative structures, High-quality feedback and opportunities to use that feedback). Implement a plan for identifying students not meeting benchmark in the early grades, including targeted instruction, and frequently monitoring progress to ameliorate gaps early. Utilize the MTR Coaching tool to provide feedback to individual teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff. Utilize multiple forms of formative assessment and use the District Data PLC Protocol to game plan to utilize differentiated resources to inform future instruction.

Person Responsible: Quinn Williams (williamsq@pcsb.org)

By When: December 2023 Mid Year Reflection

#3. Instructional Practice specifically relating to Science**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Clarity around goals and making them transparent in the lesson. Goals also need to be appropriately challenging and provide many ways and opportunities to monitor progress from learner entry into the lesson towards the goals of the lesson.

This strategy may be selected if there is evidence that lessons are often not aligned to the standard(s) and/or students are not clear as to the focus/purpose of the lesson.

Measurable Outcome:

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

As measured by the 2022-2023 SSA Assessments:

Proficiency in Science will increase 10% (from 50% to 60%)

Monitoring:

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

Administration collect Professional Learning Community Notes, Walk through Data ,Review Lesson Plans, review performance from unit assessments, mid-year formative check, Mock SSA, and data collected from daily formative checks.

Person responsible for monitoring outcome:

Quinn Williams (williamsq@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Monitor to ensure there is clarity around goals and making them transparent in the lesson. Ensuring that goals are to be appropriately challenging and provide many ways and opportunities to monitor progress from learner entry into the lesson towards the goals of the lesson.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

This strategy may be selected if there is evidence that lessons are often not aligned to the standard(s) and/or students are not clear as to the focus/purpose of the lesson.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Utilize the 3-I daily instructional routine (Ignite-Investigate-Inform instruction) to ensure daily science lessons are presented as a whole while monitoring student understanding through the use of informal data collection.

During collaborative planning that occurs within school hours or after-school planning sessions, provide

regular structures for planning/PLCs where teachers regularly engage in data/student work analysis as well as intellectual prep & lesson rehearsal (previewing/engaging in hands-on tasks, previewing videos and other digital resources) for upcoming lessons, including scaffolds that address gaps in student learning.

Regularly collaborate as a leadership team to engage in meaningful discussions and collective goal-setting around improving student outcomes including, but not limited to teacher support, community outreach, active student engagement and strengthening a culture of high expectations for all students.

Person Responsible: Quinn Williams (williamsq@pcsb.org)

By When: December 2023 Mid Year Reflection

#4. ESSA Subgroup specifically relating to Black/African-American**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Multi-sensory instruction uses visual, auditory, kinesthetic-tactile modalities in acquisition of reading skills. Direct and explicit instruction includes modeling of the skills along with guided practice until mastery is achieved; direct explanations and clearly explained skills comprises explicit instruction; teachers are clear, unambiguous, direct and visible—until students meet mastery. Systematic instruction includes breaking lessons into sequential and manageable steps that go from simple to complex skills

Measurable Outcome:

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

As measured by the 2022-2023 FAST Assessments:
African American Proficiency in ELA will increase 10%

Monitoring:

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

Administration collect Professional Learning Community Notes, Walk through Data, Review Lesson Plans. Instructional Leadership Team review performance data from FAST, Renaissance, iStation, Dreambox, etc), Intervention Data. Administration will be present during PLCs.

Person responsible for monitoring outcome:

Quinn Williams (williamsq@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In order to ensure instructional supports are in place for all students, tools and evidence based practices that impact student achievement will be regularly shared with teachers through individual conversations, PLCs, and professional development.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Provide Professional Development on Specially Designed Instruction

Provide teachers with updated high leverage practices

Train teachers on the use of assistive technology

Monitor the use of appropriate practices and scaffolding to ensure students' needs are met

Participate in professional development associated with utilizing a multi-sensory, direct, explicit way of teaching

Person Responsible: Quinn Williams (williamsq@pcsb.org)

By When: December 2023 Mid Year Reflection

#5. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Strategically focus on students who are missing 10% or more of school by providing family resources including the five in a row program to incentivize students and the parent resource room.

Measurable Outcome:

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

22% (79 out of 355 students) had over 10% absences during the 22-23 school year. Our goal is to decrease this by 10% so that only 12% of students are missing 10% or more of school.

Monitoring:

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

Attendance data on school profiles will be monitored during bi-weekly Child Study Team meetings in order to support students at each Tier and remove the barriers contributing to truancy.

Person responsible for monitoring outcome:

Quinn Williams (williamsq@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Five in a row is an incentive program given to students missing 10% more more of school so they can earn incentives each time they attend 5 consecutive days in a row.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Develop good attendance habits and positive reinforcement for attending school daily for instruction.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

1. Review attendance taking process and school-wide strategies for positive attendance with all students. Asset map contains the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.
2. Develop and implement 5 in a row attendance incentive programs and competitions.
3. Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.
4. Review data and effectiveness of school-wide attendance strategies on a biweekly basis.
5. Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.
6. Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes. (e.g. Pending entries cleared)

Person Responsible: Quinn Williams (williamsq@pcsb.org)

By When: December 2023 mid year reflection

#6. Instructional Practice specifically relating to Differentiation**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Implement a Javitz Gifted Program to provides services that meet the needs of gifted students based on their Education Plans and The Florida Framework for Gifted Learners to ensure academic success.

Measurable Outcome:

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

The percent of gifted students scoring a 3, 4, and 5 will maintain a percentage of 100% in ELA.

Monitoring:

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

Administration collect Professional Learning Community Notes, Walk through Data, Review Lesson Plans. Instructional Leadership Team review performance data from FAST, Renaissance, iStation, Dreambox, etc), Intervention Data. Administration will be present during PLCs.

Person responsible for monitoring outcome:

Quinn Williams (williamsq@pcsb.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Expect each teacher to plan and deliver lessons that meet the needs of gifted and talented learners by cluster grouping and differentiating regularly

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

In order to ensure instructional supports for gifted students are in place, tools and evidence based practices that impact student achievement will be regularly shared with teachers through individual conversations, PLCs, and professional development.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

1. Cluster Group gifted and talented students so that the process of engaging students in complex, differentiated tasks occurs easily and frequently.
2. Utilize critical and creative thinking strategies (both embedded and explicit)
3. Pretest students in order to provide appropriate differentiation with leveled or tiered questions, objectives or strategies.
4. Invite gifted department onto campus to facilitate PD around gifted pedagogy that is good for all learners.
5. Allow students to utilize "curriculum compacting" to ensure academic growth.

Person Responsible: Quinn Williams (williamsq@pcsb.org)

By When: By December 2023 mid year reflection

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

The School Advisory Committee reviews and approves all funding allocations for budgeted items listed on the School Improvement Plan.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

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

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

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

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

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

We will concentrate on 3-5 teachers and instruction in order to drive faster improvements by utilizing resources as equitably as possible, including instructional assistance, school-based professional development, coaching cycles, and feedback.

Measurable Outcomes

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

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

Grades K-2 Measurable Outcomes

Increase our K-2 scholar's progress towards passing ELA statewide assessment using coordinated screening and progress monitoring by at least 10% in ELA.

Grades 3-5 Measurable Outcomes

Increase our 3-5 scholar's proficiency by 10% from 44% to 54% on the most recent statewide, standardized ELA assessment.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

This area of focus will be monitored by regular data collection and progress monitoring of ELA, Math and Science PLC's. Additionally, classroom observations, feedback from teachers and staff, and student and parent surveys will be used to monitor progress. Various formal and informal assessments will be conducted to determine whether the implemented strategies are effective in achieving the desired outcome and make any necessary adjustments or improvements.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Williams, Quinn, williamsq@pcsb.org

Evidence-based Practices/Programs

Description:

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

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

- o Provide print rich, explicit, systematic, and scaffolded instruction
- o Teach students to decode words, analyze word parts, and recognize words
- o Reinforce the effectiveness of instruction in phonemic awareness, fluency, and vocabulary
- o Provide instruction in broad oral language skills
- o Teach students how to use reading comprehension strategies
- o Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Rationale:

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

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

To develop literacy, students need instruction in two related sets of skills: foundational reading skills and reading comprehension skills. Employing the evidence-based strategies and action steps will enable students to read words (alphabets), relate those words to their oral language, and read connected text with sufficient accuracy and fluency to understand what they read.

Action Steps to Implement

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

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>Literacy Leadership</p> <p>School Literacy Leadership Teams are meeting regularly to look at data to make informed decisions about what professional learning and supports need to be in place to maximize student growth in reading.</p> <p>Build capacity by identifying teachers, coaches and district staff who can support training in the use of evidence-based curriculum, instruction, and intervention aligned to the B.E.S.T. ELA Standards.</p> <p>School Literacy Leadership Team plan family reading nights grounded in family friendly evidence-based practices to support the homeschool connection.</p>	Williams, Quinn, williamsq@pcsb.org
<p>MTSS Coaching</p> <p>MTSS and ELA coach will work with school principals to plan and implement consistent professional learning using strategies that demonstrate a significant effect on improving student outcomes.</p> <p>MTSS and ELA coach prioritizes time to those teachers, activities, and roles that will have the greatest impact on student achievement in reading, namely coaching, modeling, and mentoring in classrooms daily.</p> <p>MTSS and ELA coach supports and trains teachers to administer assessments, analyze data and use data to differentiate instruction.</p>	Williams, Quinn, williamsq@pcsb.org
<p>Professional Learning Communities (PLCs) are guided by assessment data and are ongoing, engaging, interactive, collaborative, and job-embedded and provide time for teachers to collaborate, research, conduct lesson studies, and plan instruction.</p> <p>School-based teams are providing professional learning sessions on the science of reading and evidence-based literacy instruction, materials, and assessment.</p> <p>School-based teams provide training to teachers that integrate the six components of reading (phonemic awareness, phonics, fluency, oral language, comprehension, and vocabulary) into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies.</p>	Williams, Quinn, williamsq@pcsb.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

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

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The school website that contains our SIP plan is shared through school newsletters. Our SIP is also shared on our School Advisory Committee along with data used to monitor the implementation of the SIP. The SIP goals are shared during monthly meetings with business partners Pick Your Part, Moe's, Tune into Reading, and future partners. A link to the website is on our school facebook page which is frequently monitored and updated.

<https://www.pcsb.org/walsingham-es>

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Walsingham Elementary plans to strengthen our relationships with our stakeholders through an increased level

of positive communication and a focus on relevant training for our parents and stakeholders that are designed to be accessible and effective for our families. Walsingham will make a consistent effort to communicate our belief in each and every one of our students through our words and actions.

<https://www.pcsb.org/walsingham-es>

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

The school increases walkthroughs during the morning so that students and teachers start the learning day on time and students are ready to learn. We reduce barriers contributing to late and absent students so that students are in the classroom ready to learn. Our PBIS school wide reward system incentivizes students with Paw tickets who are fully engaged and ready to learn. They receive tickets to spend in our school PBIS store. Strategic critical feedback along with frequent monitoring during key instructional times are the keys to meeting our goals.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

All Title 1 resources and programs meet the goals written for ELA, Math, and Science.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Counseling services use the 2nd step program when working weekly with small groups. Social Emotional Learning lessons using the Strong Kids curriculum is used throughout the year in K-5 classrooms. High Five Mentors are assigned to Early Warning students and meet on a regular bases to support their goals.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

NA

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

Tier 1 PBIS includes the Paws for Success GFS expectations and the school store. Paw tickets are used to motivate and incentive students who show character traits and follow our Guidelines for Success. Tier 2 students receive individual positive reward systems to focus on a particular behavior and successful intervention. Tier 3 includes a positive behavioral intervention plan.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Go-To Curriculum Leaders are teachers who are skilled in a particular academic subject and peer coach other teachers in a particular academic area. They offer professional development for the school, teams, and particular individuals who need assistance growing in their practice. This also builds the capacity of the leadders at our school.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

Preschool teachers work very closely with Kindergarten teachers when touring and setting up their students for the transition to kindergarten. Parents are invited in to meet the teacher individually to tour and screen their child for kindergarten. Parents are given the necessary resources to help their child prepare for the upcoming year.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: ELA					\$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24	
	3376-Teacher Training	140-Substitute Teachers	4701 - Walsingham Elementary School	School Improvement Funds	5.0	\$600.00	
			Notes: Teachers will train with ELA Go-To Curriculum Leaders through planning and through observation with feedback.				
2	III.B.	Area of Focus: Instructional Practice: Math					\$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24	

	3376 Teacher Training	140 Substitutes	4701 - Walsingham Elementary School	School Improvement Funds	5.0	\$600.00
			<i>Notes: Teachers will train with Math Go-To Curriculum Leaders through planning and through observation with feedback.</i>			
3	III.B.	Area of Focus: Instructional Practice: Science				\$0.00
4	III.B.	Area of Focus: ESSA Subgroup: Black/African-American				\$0.00
5	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$0.00
6	III.B.	Area of Focus: Instructional Practice: Differentiation				\$0.00
Total:						\$1,200.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes