

School Improvement Plan

2015-2016

Walsingham Elementary

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Superintendent



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School Improvement Plan

PART I		CURRENT SCHOOL STATUS
Section A		School Information
School Name Walsingham Elementary	Principal's First Name Jessley	Principal's Last Name Hathaway
School Advisory Council Chair's First Name Colleen	School Advisory Council Chair's Last Name Eckley	

SCHOOL VISION - What is your school's vision statement?

100% Student Success.

SCHOOL MISSION - What is your school's mission statement?

WES is a safe learning environment conducive to various learning styles so that students achieve their highest level, resulting in the realization of adequate yearly progress.

SCHOOL ENVIRONMENT

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students.

We learn about our students cultures and build relationships between teachers and students through our PMAC club, our C2C traits and student of the week. We have meet the teacher night, student led conferences, family nights, book fairs, fall festivals, muffins for mom, donuts for dad, Title 1 learning events. We regularly participate in book studies which focus on our ESE population. This year we also have after school Tier 1 behavior training planned which should help decrease behavior referrals. We will know the effectiveness of our plan through our climate survey and discipline data.

Describe how the school creates an environment where students feel safe and respected before, during and after school.

At Walsingham we create an environment where students feel safe and respected by providing secure areas for students to wait before and after school. We provide small group counseling for students who are experiencing difficulties at home or at school with peers.

Describe the school wide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations and training for school personnel to ensure the system is fairly and consistently enforced.

Our school wide behavioral system is a Positive Behavior System with CHAMPS and C2C embedded. Many of the other positive behavior programs we have at Walsingham are: Student of the week, Cafeteria Behavior reward plan, Paws for Success poster and Guidelines for Success.

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

Walsingham ensures that the students social emotional needs are all met through the use of peer/teacher mentoring programs, Pack a Sack (a program where food is sent him with students for the weekend for students in need), a clothing closet (where we have used uniforms and shoes for students in need), small group counseling with our guidance counselor for peer/bullying issues, Girlfriends Club (to boost young girls self esteem).

PART I **CURRENT SCHOOL STATUS**

Section B **School Advisory Council (SAC)**

SAC MEMBERSHIP - Identify the name and stakeholder group for each member of the SAC ?

Add Member
Delete Member

SAC Member First Name	SAC Member Last Name	SAC Member Stakeholder Group
Jessley	Hathaway	District Employee
Kimberly	Duffy	District Employee
Paula	Valencia	Parent
Francine	Campogni	District Employee
Joseph	Martinez	Parent
Mario	Pineda	Parent
Ruth Ann	France	District Employee
Alicia	Feazell	Parent
Jesstina	Bushery	District Employee
Mandy	Courtney	Parent
Elsa	Valencia	Parent

SIP LAST YEAR

Provide an evaluation of last year's school improvement plan.

Based on last years data our African American and Asian AMO's made learning gains. Our 5th grade increased their learning gains by 30% on the science FCAT.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project.

The school improvement funds that Walsingham was allocated last year went to updating classroom library's with various genres of literature to support Florida Standards with an increased emphasis on rigor.

SAC SIP INVOLVEMENT - Describe the involvement of the SAC in the development of this school improvement plan.

SAC is invited to sit in all SIP meetings and the SAC chair sat in on the SIP draft meeting.

SAC ACTIVITIES - Describe the activities of the SAC for the upcoming school year.

They will review and approve the SIP. They will stay updated with legislative initiatives. They will also offer suggestions on parent and community involvement initiatives.

PROJECTED USE OF SIP FUNDS - Describe the projected use of school improvement funds and include the amount allocated to each project and the preparation of the school's annual budget plan.

Professional Development to prepare for the Florida Standards Curriculum. Professional development to reach our goals that are aligned within the SIP and evidenced by data.

STATUTORY COMPLIANCE -

Is your school in compliance with Section 1001.452, F.S., regarding the establishment duties of the SAC? Yes No

If your school is not in compliance, describe the measures being taken to comply with SAC requirements below.

PART I **CURRENT SCHOOL STATUS**

Section C **Leadership Team**

For each of your school's administrators (Principal and all Assistant Principals), complete the following fields. If your school does not have more than one Assistant Principal, leave those respective fields blank.

PRINCIPAL

First Name Jessley	Last Name Hathaway	Email Address hatahwayj@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational Leadership	# of Years as an Administrator 5	# of Years at Current School 3
Certifications (if applicable)			

ASSISTANT PRINCIPAL #1

First Name Kimberly	Last Name Duffy	Email Address duffyki@pcsb.org	
Highest Academic Degree Master of Education	Field of Study Educational Leadership	# of Years as an Administrator 1	# of Years at Current School 10
Certifications (if applicable)			

ASSISTANT PRINCIPAL #2

First Name	Last Name	Email Address	
Highest Academic Degree	Field of Study	# of Years as an Administrator	# of Years at Current School
Certifications (if applicable)			

PART I**CURRENT SCHOOL STATUS****Section D****Public and Collaborative Teaching****INSTRUCTIONAL EMPLOYEES**

- # of instructional employees: 64
- % receiving effective rating or higher: _____
- % Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): _____
- % certified infield, pursuant to Section 1012.2315(2), F.S.: _____
- % ESOL endorsed: 62.5%
- % reading endorsed: 15.6%
- % with advanced degrees: 34.4%
- % National Board Certified: 3.1%
- % first-year teachers: 4.7%
- % with 1-5 years of experience: 20.3%
- % with 6-14 years of experience: 35.9%
- % with 15 or more years of experience: 39.1%

PARAPROFESSIONALS

- # of paraprofessionals: _____
- % Highly Qualified Teacher (HQT), as defined in 20 U.S.C. § 7801(23): _____

TEACHER RECRUITMENT AND RETENTION STRATEGIES

Describe your school's strategies to recruit, develop, and retain highly qualified, certified-in-field, effective teachers to the school.

Exhaustive search and interviews for the highly qualified candidates. We offer continual professional development, instructional feedback specific to effective teaching strategies using the Marzano Teacher Evaluation Model. Our LLC/LLT teams attend monthly meetings and disseminate information to the teachers on best practices.

Describe your school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction.

Walsingham has a new teacher mentor program and a new to Walsingham teacher mentor program. Our teachers plan collaboratively for all content areas. They have a weekly PLC and monthly cross grade level articulations.

TEACHER MENTORING PROGRAM/PLAN - Describe your school's teacher mentoring program/plan including the rationale for pairings and the planned mentoring activities.

Observation of mentee's instruction and providing feedback; Planning lessons with mentee; Connecting lesson activities to content standards; Discussing student progress and analyzing student work; Modeling or co-teaching lessons; mentors are paired with mentees who have similar job descriptions.

PART I**CURRENT SCHOOL STATUS****Section E Multi-Tiered System of Supports (MTSS) & Response to Instruction/Intervention (Rtl)**

PROBLEM-SOLVING PROCESSES - Describe your school's data-based problem solving processes for the implementation and monitoring of your SIP and MTSS structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs.

Our School Based Leadership Team meets for two hours each week in the afternoon. We meet to discuss and coordinate the functions of Rtl. A common vision is shared among our team in which we analyze and make data-based decisions. As a team we decide on intervention supports to offer to our educators in order to ensure that all our students are getting every opportunity to be successful learners. We meet to: check the fidelity of interventions put in place, to assess the Rtl skills of school staff, to ensure that adequate professional development is occurring to support our Rtl implementation, and to check that adequate intervention support and documentation is taking place. We hold additional meetings as needed with the parents, teachers and intervention providers of students who have been identified as struggling learners; during which we complete Problem Solving Worksheets &/or Positive Behavior Intervention Plans to document the needs and supports for the individual children.

MTSS SCHOOL-BASED LEADERSHIP TEAM - Identify the names and position titles of the members of your school-based leadership team for MTSS. What is the function and responsibility of each team member as it relates to MTSS and the SIP.

Add Member

Delete Member

MTSS Team Member First Name	MTSS Team Member Last Name	Position
Jessley	Hathaway	Principal
Kimberly	Duffy	Assistant Principal
Mark	Cresap	Psychologist
Miguel	Soto	Social Worker
Jesstina	Bushery	RTI/MTSS Coach
Stephany	Brabant	ESE
Alicon	Van Zile	ESE
Mary	Toston	ESE
Margaret	Diaczyk-Brillant	Guidance Counselor

SYSTEMS IN PLACE - Describe the systems in place that the leadership team uses to monitor the school's MTSS and SIP.

Monthly data chats at grade level PLCs, Weekly SBLT, Monthly PBS meetings, Weekly and bimonthly OPM (academic and behavior) Review of Tier 1 data including FSA, FAIR, Common Assessments at least three times a year.

DATA SOURCES AND MANAGEMENT SYSTEMS - Describe the data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement (e.g., behavior, attendance).

EDS, FOCUS, Behavioral charts, Performance Matters, PMRN, AIMS web (Tier 3) , DIBELS (Tier 2), iStation, ST Math, FLDOE website, Class Dojo, CPALMS, and review the results of the psychologists and social worker's assessments.

STAFF UNDERSTANDING OF MTSS - Describe the plan to support staff's understanding of MTSS and build capacity in data-based problem solving.

Through weekly grade level professional learning communities, new processes and procedures will be presented to the staff. Monthly data chats will also be discussed/analyzed by the MTSS staff and instructional staff.

PART I **CURRENT SCHOOL STATUS**

Section F **Ambitious Instruction and Learning**

INSTRUCTIONAL PROGRAMS - Describe how your school ensures its core instructional programs and materials are aligned to Florida Standards.

Grade level teams meet to unpack the Florida Standards and then plan collaboratively including the development of learning goals and scales. The teachers use the basal programs that are authorized by the district.

DIFFERENTIATED INSTRUCTION - Describe how your school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

We have a data room that Pre-K to 5th grade have a section where they will post the students data in each grade level. They review the student's Teacher's Collage Running Records to form small group for interventions. The groups will be modified after quarterly data chats to differentiate the instruction. Team level data chats take place in our data room where data is visible for all to see.

Provide the following information for the top 4 strategies, at the most, your school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum.

INSTRUCTIONAL STRATEGY #1

Strategy Type

Identifying critical content

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

To ensure alignment with the Florida Standards.

Provide a description of the strategy below.

Teacher will collaborate and unpack the standards to identify critical content required for mastery.

How is data collected and analyzed to determine the effectiveness of this strategy?

Through the use of monitoring students using the Marzano's Learning Goals and Scales, using formative assessment. Teachers will then use the data collected to analyze the students mastery of the critical content.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Teachers, Principal, Assistant Principal

INSTRUCTIONAL STRATEGY #2

Strategy Type

Record and Represent new knowledge

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

To allow students to make connections, add to existing schema, and process information through graphic representation as well as through the student's journals in all subjects.

Provide a description of the strategy below.

Students will use graphic organizers, visuals and journaling to record and represent new knowledge.

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected through teacher observations, anecdotal records, review of written materials and formative assessments. Teachers will then use the data collected to analyze how the students are recording and representing new knowledge.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Teachers, Principal, Assistant Principal

INSTRUCTIONAL STRATEGY #3

Strategy Type

Managing response rates with tiered questioning techniques.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

To increase rigor and cognitive complexity during instruction. To prepare students for college career readiness.

Provide a description of the strategy below.

Teachers will provide students with the opportunity to problem solve and promote decision making to generate and test hypotheses.

How is data collected and analyzed to determine the effectiveness of this strategy?

Formative assessments will be used to look at the percentages of students reaching mastery of learning targets.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Teachers, Principal, Assistant Principal

INSTRUCTIONAL STRATEGY #4

Strategy Type

Helping students practice skills, strategies and processes.

Minutes added to the school year: _____

What is/are the strategy's purpose(s) and rationale(s)?

For students to retain information in long term processing.

Provide a description of the strategy below.

Students will work on practicing skills independently and in cooperative groups. Wait time and application of strategies within the content areas.

How is data collected and analyzed to determine the effectiveness of this strategy?

Data will be collected through teacher observation, formative assessments, anecdotal records and analyzing student work.

Who is/are the person(s) responsible for monitoring implementation of this strategy?

Teachers, Principal, Assistant Principal

STUDENT TRANSITION AND READINESS - Describe strategies your school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

The guidance counselor will meet with the 5th grade students to discuss the transition to 6th grade. Spring Open House for upcoming Kindergarten students and reach out to Head Starts and invite them to come and take a tour of the school. Kindergarten expectations articulation to local preschools. Step up lessons in math to prepare for the next year.

PART I **CURRENT SCHOOL STATUS**

Section G **Literacy Leadership Team (LLT)**

LLT MEMBERSHIP - Identify the name, email address, and title of each member of your school-based LLT, in accordance with Rule 6A6.053(3), F.A.C..

Add Member

Delete Member

LLT Member First Name	LLT Member Last Name	Title	Email
Jessley	Hathaway	Principal	hathawayj@pcsb.org
Kimberly	Duffy	Assistant Principal	duffyki@pcsb.org
Francine	Campogni	5th grade teacher	campognif@pcsb.org
Jennifer	Simon	4th grade teacher	simonje@pcsb.org
John	Henson	3rd grade teacher	hensonjo@pcsb.org

LLT Member First Name	LLT Member Last Name	Title	Email
Lidia	Treu	2nd grade teacher	treul@pcsb.org
Tamara	Killian	1st grade teacher	killiant@pcsb.org
Michelle	Scarengella	Kdg teacherr	scarengellam@pcsb.org
Suzanne	Lynch	Media/Tech Specialist	lynchs@pcsb.org
Nancy	Knight	ESOL Teacher	knightnan@pcsb.org
Jesstina	Bushery	RTI/MTSS coach	Busheryj@pcsb.org
Stephany	Brabant	ESE Teacher	brabants@pcsb.org

PROMOTING LITERACY - Describe how the school-based LLT promotes literacy within your school and how the school ensures every teacher contributes to the reading improvement of every student.

The Literacy Leadership Team LLT increases school-wide capacity of literacy. Team members participate in district and school based professional development and share knowledge and strategies within grade level PLC's and cross grade level PLC's. The LLT schedules and prioritizes differentiated professional development opportunities based on the needs of the staff. Needs are assessed through surveys, observational data, and student performance data. The LLT will establish the school-wide reading and writing routines.

MAJOR INITIATIVES - What will be the major initiatives of the LLT this year?

Implementation of Florida Standards (Study of Standards, pulling of resources, analyzing resources we have in place and professional development). Implementation of Jan Richardson Guided Reading Routine with fidelity through grades K-5.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section A Area 1: English Language Arts (Reading)

For each data point below, unless otherwise directed, list the current year status (number and percentage) and the target (percentage) for next year. These are schoolwide data, not disaggregated by grade level. FAA and CELLA data shall be considered by schools with 10 or more students taking the assessment. Also, develop implementation plans for the school's highest-priority goals by engaging in a facilitated planning and problem-solving process. If needed, refer to the 8-step process by clicking the button below.

8-Step Problem-Solving Process

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
23.7		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
22.8		

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
10		

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
90		

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0 and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
63		

Students in Lowest 25% Making Learning Gains (FCAT 2.0)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
76		

COMPREHENSIVE ENGLISH LANGUAGE LEARNING ASSESSMENT (CELLA)

Students Scoring Proficient in Listening/Speaking

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
31.4		

Students Scoring Proficient in Reading

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
27.5		

Students Scoring Proficient in Writing

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	52.8		
Black/African American	36		
Hispanic	32.6		
Asian	66.7		
American Indian	0		
English Language Learners (ELLs)	12		
Students with Disabilities (SWDs)	17.6		
Economically Disadvantaged	57.6		

If you have a goal to support your reading targets, provide the following information for that goal.

READING GOAL

What is your school's reading goal? Provide a description of the goal below.

Increase the number of students proficient in Reading to 70% on the Reading FSA.

Provide possible data sources to measure your reading goal.

ELA Common Assessments
 Running Records
 Florida Standards Assessment
 FAIR-FS
 ELA Formative Assessments
 Curriculum based comprehension tests

How will your school accomplish this reading goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Teachers align instruction to meet the Florida Standards for English Language Arts, District Curriculum Guideline, and student needs by providing multiple opportunities across the literacy block for reading and writing about complex text with scaffolding and support.	Teachers intentionally plan instruction aligned with a high level of rigor by using Webb's Depths of Knowledge and adjust instruction through the use of talk, task, text, and student needs.
Action 2	Plan to Implement Action 2
Teachers regularly assess (both formally and informally) and utilize data to modify and adjust instruction.	Teachers meet in Professional Learning Communities (PLC's)/ conduct data chats regularly to review student responses to tasks and plan for instruction based on data.
Action 3	Plan to Implement Action 3
Teachers use data to differentiate and scaffold instruction to increase student performance.	Teachers utilize Jan Richardson's Guided Reading Routine (as well as other small group methods) to meet the unique needs of their students.
Action 4	Plan to Implement Action 4
Teachers provide students with extensive opportunities to write in the ELA block.	Teachers provide daily opportunities for students to write short responses based on text.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**

Section B **Area 2: English Language Arts (Writing)**

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at or Above 3.5

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
37.8		

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at or Above Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
100		

If you have a goal to support your writing targets, provide the following information for that goal.

WRITING GOAL

What is your school's writing goal? Provide a description of the goal below.

The number of students meeting proficiency will exceed the state proficiency rates.*

*Because this is a year of transition with the final assessment throughout the State of Florida, it will be difficult to compare proficiency levels between the two assessments measuring different sets of standards.

Provide possible data sources to measure your writing goal.

ELA Pre & Post tests
 Student Journals in all subjects
 FSA writing assessment
 Teachers will dual score writing from the Module assessments
 Jan Richardson's guided writing

How will your school accomplish this writing goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Teachers provide students with extensive opportunities to write in the ELA block.	Teachers provide daily opportunities for students to write short responses based on text and opportunities to write authentic stories about their lives and the world around them.
Action 2	Plan to Implement Action 2
Teachers provide students opportunities for students to write during the math block.	Teachers will provide daily opportunities for students to write in their math journals to explain their way of solving the problem.
Action 3	Plan to Implement Action 3
Teachers provide students opportunities for students to write during the science block.	Teachers will provide daily opportunities for students to write in their science journals to explain their hypothesis, scientific methods, the 5E's of science.
Action 4	Plan to Implement Action 4

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section C Area 3: Mathematics

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
28		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
16		

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
10		

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
80		

LEARNING GAINS

Students Making Learning Gains (FCAT 2.0, EOC, and FAA)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
56.6		

Students in Lowest 25% Making Learning Gains (FCAT 2.0 and EOC)

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
66		

ANNUAL MEASURABLE OBJECTIVES (AMOs)

Student Subgroups Scoring at Level 3 or Higher on FCAT 2.0 or Scoring at Level 4 or Higher on the FAA

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
White	48.8		
Black/African American	42.3		
Hispanic	25.6		
Asian	66.7		
American Indian	0		
English Language Learners (ELLs)	12		
Students with Disabilities (SWDs)	23.5		
Economically Disadvantaged	50		

If you have a goal to support your mathematics targets, provide the following information for that goal.

MATHEMATICS GOAL

What is your school's mathematics goal? Provide a description of the goal below.

The number of students meeting proficiency will exceed the state proficiency rates.*

*Because this is a year of transition with the final assessment throughout the State of Florida, it will be difficult to compare proficiency levels between the two assessments measuring different sets of standards.

Provide possible data sources to measure your mathematics goal.

- Math Common Assessments
- ST Math Reports
- Soar to Success
- FSA in Math
- Math Journals
- Informal math assessments

How will your school accomplish this mathematics goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Using ST Math to fidelity with teacher supervision and interaction.	Webinars and online tutorials are available on the ST Math site, under Teacher Resources. We would contact Laurel Rotter for a personalized visit from the ST Math Educational Consultant and or the ST Math Coach. Assistant principal will train staff on how to use ST Math as a whole group lesson.
Action 2	Plan to Implement Action 2
Use Classroom Discussions and Orchestrating Mathematical Discourse.	Attend a professional development session on "Hot Talks and Cool Moves". After attending the training have a staff developer come out to work with each team to assist them more.
Action 3	Plan to Implement Action 3
Mathematics Formative Assessment System (MFAS) the Mathematics Formative Assessment Tasks (MFAS) are now available for all grade levels K-5.	MFAS includes tasks that teaches can implement with their students and rubrics that help the teacher interpret students' responses.
Action 4	Plan to Implement Action 4
Use to Soar to Success to fidelity with teacher supervision and interaction.	Webinars and online tutorials will be available on the Think Central Dashboard. Assistant principal will train staff on how to implement Soar to Success.

PART II EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT

Section D Area 4: Science

FLORIDA COMPREHENSIVE ASSESSMENT TEST 2.0 (FCAT 2.0)

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
35.1		

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
33.8		

FLORIDA ALTERNATE ASSESSMENT (FAA)

Students Scoring at Levels 4, 5, and 6

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
25		

Students Scoring at or Above Level 7

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
75		

If you have a goal to support your science targets, provide the following information for that goal.

SCIENCE GOAL

What is your school's science goal? Provide a description of the goal below.

Increase the number of students proficient in science from 54% to 70% on the Science FCAT.

Provide possible data sources to measure your science goal.

Science Common Assessments Science FCAT Journals Science Learning Activity Guides Science Success Criteria
--

How will your school accomplish this science goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
Develop and implement a 5th grade benchmark review plan based on data from the 3rd/4th grade Review Diagnostic Assessment. ;	Develop a plan of differentiation for students with a priority focus on "bubble" students (students scoring in the high red/low yellow zone of performance matters). After reviewing the Diagnostic Assessment 5th grade teachers will assign the digital lessons that align to the standards that were incorrect.
Action 2	Plan to Implement Action 2
Establish routine practice of th 10-70-20 Instructional moodle for students. This model consists of Setting the Purpose, Core Science and confirming the learning.	Monitor for consistent routine practice of students: knowing the learning target. Using the 5E lessons/Student Learning Activity Guides (SLAGS) and provide ongoing formative assessments. Confirming the learning through the use of success criteria (students tracking their own learning) and Teacher/Student conferencing.
Action 3	Plan to Implement Action 3
BOAST- Bring On Any Science Test and STEP UP initiatives are implemented as identified on each grade level timeline.	Teachers in 1st -5th grade will implement "STEP UP": Vocabulary Enhancement Initiative on the dates identified on the Science Timeline.
Action 4	Plan to Implement Action 4
Implement week long Science Lab lessons in grade 3-5.	Students will be given a pretest before beginning the lab. The lab will be conducted through hands on activities and observations. Students will be given a post test. Results will be compared to pretest and student growth will be monitored.

PART II **EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT**
Section E **Area 5: Science, Technology, and Mathematics (STEM)**

Students Scoring at Achievement Level 3

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

Students Scoring at or Above Achievement Level 4

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)

If you have a goal to support your STEM targets, provide the following information for that goal.

STEM GOAL

What is your school's STEM goal? Provide a description of the goal below.

To increase the number of students scoring proficient or higher to 80% on the Science FCAT while also increasing the number of levels 4's and level 5's.
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Provide possible data sources to measure your STEM goal.

Formative Assessments Teacher Observation Research Based Projects

How will your school accomplish this STEM goal? Provide the top four actions and plans to implement those actions, including what your school will do to reduce or eliminate barriers.

Action 1	Plan to Implement Action 1
The STEM leader will use the the district developed guidelines for recruiting students to the STEM program.	Data will be reviewed to identify and qualify perspective students.
Action 2	Plan to Implement Action 2
Implementation of hands on activities with emphasis on rigor.	Meet weekly with the students to discuss and work with hands on activities that the correlates with the STEM curriculum.
Action 3	Plan to Implement Action 3
To increase cognitive Complexity	The students will complete a researched based project
Action 4	Plan to Implement Action 4
To build relationships with the surrounding community.	The students will complete a community based project.

PART II	EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT
Section H	Area 8: Early Warning Systems
ATTENDANCE	

Students Tardy 10% or More, as Defined by District Attendance Policy

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	14		
Grade 1	.08		
Grade 2	.05		
Grade 3	.09		
Grade 4	.08		
Grade 5	.08		

Student Attendance Below 90%, Regardless of Whether Absence is Excused or a Result of Out-of-School Suspensions

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	13	29	5%
Grade 1	21	34.8	5%
Grade 2	11	25.6	5%
Grade 3	12	9.5	5%
Grade 4	.08	20.8	5%

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 5	.08	6.2	5%

SUSPENSIONS

Students with One or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	10	4.3	2%
Grade 1	.08	6.5	2%
Grade 2	.08	4.4	2%
Grade 3	.09	2.7	2%
Grade 4	.09	6.9	2%
Grade 5	.09	6.5	2%

Students with Five or More Referrals

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	.02	0	0%
Grade 1	.02	2	0%
Grade 2	0	0	0%
Grade 3	.04	0	0%
Grade 4	.02	2	0%
Grade 5	.01	2	0%

Students with One or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	.9	0	0%
Grade 1	0	0	0%
Grade 2	0	2.2	0%
Grade 3	4	0	0%
Grade 4	0	1.4	0%
Grade 5	0	1.2	0%

Students with Five or More In-School Suspension Days, as Defined in s.1003.01(5)(b), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with One or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	.9	1.1	0
Grade 1	1	3.3	0
Grade 2	1.1	0	0
Grade 3	1.3	0	0
Grade 4	3.6	2.8	0
Grade 5	2.6	1.2	0

Students with Five or More Out-of-School Suspension Days, as Defined in s.1003.01(5)(a), F.S.

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	<1	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students Referred for Alternative School Placement

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

Students Expelled

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
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	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	0	0	0
Grade 1	0	0	0
Grade 2	0	0	0
Grade 3	0	0	0
Grade 4	0	0	0
Grade 5	0	0	0

RETENTIONS

Students Retained

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	<1	5.4	0
Grade 1	0	1.1	0
Grade 2	0	0	0
Grade 3	<1	1.4	0
Grade 4	0	0	0
Grade 5	0	0	0

Students with Level 1 Score on the Statewide, Standardized Assessments in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

Students with One or More Course Failures in English Language Arts or Mathematics

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten		0	0
Grade 1		0	0
Grade 2		0	0
Grade 3		4.2	0
Grade 4		0	0
Grade 5		0	0

Students in 3rd Grade with One or More Course Failures on First Attempt in Core-Curricula Courses

2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
	4.2	

MULTIPLE EARLY WARNING INDICATORS

Students Exhibiting Two or More Early Warning Indicators

	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Kindergarten	4.7	2.2	0
Grade 1	7.0	4.3	0
Grade 2	3.4	2.2	0
Grade 3	8.0	1.4	0
Grade 4	7.2	6.9	0
Grade 5	2.6	3.8	0

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators).

We refer the student who has been identified by the early warning system to the SBLT team for further review. After their evaluation they will recommend the appropriate interventions that will be utilized by the student. Child Study Team is also actively involved in the process sending home parent letters and personal phone calls from the principal and/or guidance counselor.

PART II**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section I Area 9: Black Student Achievement**

Identify goals, targets, and actions for Black student achievement.

Description of Goals, Targets, and Actions for Black Student Achievement	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)		
				Add Target	Delete Target
By providing mentors for African American students we will increase student achievement data in our black subgroup.	46				
Walsingham Elementary met its expected annual measurable object for the 2nd consecutive year. We will continue implementing school wide strategies which continue to be effective in increasing learning gains with our African American subgroup. In many instances our African American's learning gains are significantly higher than other sub groups.	46				
Reduce the number and percent of discipline incidents for African American subgroup by 40%. Discipline incidents should reflect student population.	60				

PART II**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section J****Area 10: Family and Community Involvement**

Title I schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107110, NCLB, codified at 20 U.S.C. § 6314(b).

LEVEL OF PARENTAL INVOLVEMENT - Consider the level of parental involvement at your school (this may include, but is not limited to, number of parent engagement opportunities offered in the school year; average number of parents in attendance at parent engagement opportunities; percent of parents who participated in parent engagement opportunities; percent of students who are in lowest performing quartile or subgroups not meeting AMOs who parent(s) participated in one or more parent engagement opportunities).

We have a very involved PTA and have held numerous family nights alongside each other. We have our annual Meet the Teacher/Open House, Fall Festival, student led conferences, Award ceremonies, muffins for mom, donuts for dad, Winter and Spring concerts, Spring art show, FCAT discovery night. These parent engagement opportunities are attended by a range of 15% to 85%. Title 1 parent nights and open house. FSA prep night for parents. Connect for Success laptop program, parents came to a training on how to use laptops at home with students for academic improvement.

BUILDING POSITIVE RELATIONSHIPS - Describe how your school works at building positive relationships with families to increase involvement, including efforts to increase communication to keep parents informed of their child's progress.

Walsingham works to build positive relationships with families through the use of our Meet the Teacher night at the beginning of the school year. This allows the families and teachers to meet to begin to build the rapport of an open communication through out the year. We have student led data conferences with their families twice a year.

LEARNING ABOUT LOCAL COMMUNITY - Describe the process by which your school learns about the local community for the purpose of utilizing available resources to support student achievement.

We have built a relationship with the Largo Rotary club who has become a resource for Walsingham's student achievement. This year the Rotary Club helped us to purchase various levels of guided reading texts for teachers to use for small group instruction.

PART II**EXPECTED IMPROVEMENTS/NEEDS ASSESSMENT****Section K****Area 11: Additional Targets**

This section is optional and may be used as needed for data targets in areas not already addressed in the SIP.

Add Target

Delete Target

Description of Additional Targets	2013-14 Status (%)	2014-15 Status (%)	2015-16 Target (%)
Improve the nutritional/and or physical activity environment of the school by working toward attainment of at least one additional item not currently met by the school in the Healthy Schools Inventory.			
Improve the number of computers to students of 3 to 1. This number of computers will allow the students to access district provided online tools to improve Reading, Math, Science and Keyboarding skills.	20		

PART III

PROFESSIONAL DEVELOPMENT

For all professional development identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information for each activity.

Add PD

Delete PD

Professional Development Identified	Book Study for ESE
Related Goal(s)	By being a part of the book study will help the teachers build connections in teaching students who most need our help. They will learn strategies for analyzing students' challenges and developing individualized plans to help them discover a sense of comfort with learning.
Topic, Focus, and Content	The book we are going to be reading and discussing is Hanging In: Strategies for Teaching the Students Who Challenge Us Most.
Facilitator or Leader	Nancy Knight
Participants (e.g., Professional Learning Community, grade level, school wide)	Staff members who signed up to either complete component points towards their recertification with the new ESE guidelines and staff members who were interested in learning more about ESE.
Target Dates or Schedule (e.g., professional development day, once a month)	Meet once a month beginning in October 2014 and go through April 2015
Strategies for Follow-Up and Monitoring	While reading the book there will be discussion questions that go along with the reading and then the staff will discuss what they have read.
Person Responsible for Monitoring	Nancy Knight
Professional Development Identified	Increasing Rigor
Related Goal(s)	By attending this training staff will look at what goes into year 2 of the Marzano Teacher Growth Model appraisal. They will learn how to increase rigor in their Tier 1 as well as prepare to develop learning goals and scales for other subjects.
Topic, Focus, and Content	This training focuses on where we go in year two of the Marzano Teacher Growth Model appraisal and how we increase rigor during our Tier 1 instruction.
Facilitator or Leader	Betsy Carter
Participants (e.g., Professional Learning Community, grade level, school wide)	All staff members
Target Dates or Schedule (e.g., professional development day, once a month)	August 12, 2015
Strategies for Follow-Up and Monitoring	During the 4 observations throughout the 2015-2016 school year teachers will receive feedback and will have the opportunity to meet with the administration to go over the feedback and grow from it.
Person Responsible for Monitoring	Jess Hathaway, Kim Duffy
Professional Development Identified	Champs Refresher

Related Goal(s)	The goal of classroom management is to develop a classroom of students who are; respectful, responsible, motivated and highly engaged in meaningful tasks.
Topic, Focus, and Content	There are techniques and strategies that can improve student behavior, attitude, and motivation through the CHAMPS .
Facilitator or Leader	District Personnel
Participants (e.g., Professional Learning Community, grade level, school wide)	Entire Staff
Target Dates or Schedule (e.g., professional development day, once a month)	Professional Development Day
Strategies for Follow-Up and Monitoring	Teachers will be given a PD day here at the school that they will attend the training here at Walsingham. They will need to register on Moodle to receive component points for the training.
Person Responsible for Monitoring	Jess Hathaway, Kim Duffy
Professional Development Identified	Jan Richardson Guided Reading
Related Goal(s)	To use formative assessments to collect and and track progress of students through guided instruction.
Topic, Focus, and Content	Teachers will be able to administer and analyze appropriate assessments to identify reading levels and strategies students need to learn, plan data based lessons and conduct a guided reading group using instructional sequences, highest student achievement in reading, students progress will be accelerated.
Facilitator or Leader	District Personnel, Reading Coach Sandra Weaver,
Participants (e.g., Professional Learning Community, grade level, school wide)	Entire Staff
Target Dates or Schedule (e.g., professional development day, once a month)	Throughout the 2015-2016 school year
Strategies for Follow-Up and Monitoring	Administrators and reading coach will monitor the use of the strategies as they Perform walk-throughs and observations.
Person Responsible for Monitoring	Jess Hathaway, Kim Duffy, Sandra Weaver
Professional Development Identified	Crisis Prevention Intervention (CPI)
Related Goal(s)	For the staff to have the skills needed to deescalate a student and provide a safe and secure environment.
Topic, Focus, and Content	The staff will learn strategies & communication skills necessary to deescalate acting out individual in a safe non-harmful way designed to provide the best possible care welfare safety & security, student achievement will increase due to decrease in escalation of behavior.
Facilitator or Leader	District Trainers
Participants (e.g., Professional Learning Community, grade level, school wide)	Entire Staff
Target Dates or Schedule (e.g., professional development day, once a month)	Professional Development Day
Strategies for Follow-Up and Monitoring	Teachers will be given a PD day here at the school that they will attend the training here at Walsingham. They will need to register on Moodle to receive component points for the training.

Person Responsible for Monitoring	Jess Hathaway and Tonia Hill
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PART IV **COORDINATION AND INTEGRATION**

FEDERAL/STATE/LOCAL FUNDS/SERVICES/PROGRAMS - Describe how federal, state, and local funds, services, and programs will be coordinated and integrated in the school. Include Title I, Part A; Title I, Part C - Migrant; Title I, Part D; Title II; Title III; Title IV, Part B; Title X - Homeless; Supplemental Academic Instruction (SAI); violence prevention programs; nutrition programs; housing programs; Head Start; adult education; CTE; and job training, as applicable to your school.

As a Title 1 school Walsingham will use a portion of it's funding to hire a RTI/MTSS coach that will help handle our hourly teacher schedules, work with struggling 4th and 5th grade students in Reading and Math. Another portion of the funding will provide three hourly teachers salaries, to provide daily interventions to struggling students. Funding for buses that will transport our lower SES families to and from curriculum and family nights. The remaining funds will be used in the following ways: student laptops for classrooms, books for students, professional books for staff book study and items for family nights.

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

Walsingham Elementary will survey all stakeholders involved in the learning process. Through this we will identify student needs and then work with various committees to determine how best to meet those needs. (SBLT, Administrative Team, Team Leaders, SAC, PTA) We will monitor the impact of these decision through our school wide scores and our end of year climate survey.

PART V **BUDGET**

Create a budget for each school-funded activity.

Add Item
Delete Item

Budget Item Description	
Related Goal(s)	
Actions/Plans	
Type of Resource <i>(i.e., evidence-based programs/materials, PD, technology, etc.)</i>	
Description of Resources	
Funding Source	
Amount Needed	

PART VI

MID-YEAR REFLECTION

This section is to be completed after mid-year assessment data is available. Reflect on the plan created through the problem-solving process at the beginning of the year and answer the following questions for each goal created in Part II.

Add Goal

Delete Goal

Goal Area	
Has the goal been achieved?	<input type="text"/>
If yes, what evidence do you see to indicate you have achieved the goal? If no, is desired progress being made to accomplish the goal?	
If yes, what evidence do you see to indicate desired progress has been made to accomplish the goal? If no, have the originally targeted barriers been eliminated or reduced?	
If yes, what evidence do you see to indicate barriers have been eliminated or reduced? If no, are the original strategies being implemented with fidelity as designed?	
If yes, re-engage the problem solving process at Step 5, making edits as needed to Part II of the SIP. If no, engage in a problem solving process around implementation fidelity of the original plan, and make edits as desired to Part II of the SIP.	

8-Step Planning and Problem-Solving Process

