Walsingham Elementary School

2019-20 School Improvement Plan

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Walsingham Elementary School

9099 WALSINGHAM RD, Largo, FL 33773

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

Demographics

Principal: Quinn Williams L

Start Date for this Principal: 7/1/2016

2018-19 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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: C
School Grades History	2017-18: C
	2016-17: C
	2015-16: C
	2014-15: C
	2013-14: C
2018-19 Differentiated Accountability (DA) Information*	
SI Region	Southwest
Regional Executive Director	Tracy Webley
Turnaround Option/Cycle	N
Year	A
ESSA Status	TS&I

> * As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Pinellas County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](http://www.floridacims.org)

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

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

Name	Title
Williams, Quinn	Principal
Principal	
Smith, Antonio	Assistant Principal
Assistant Principal	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	49	81	68	70	65	67	0	0	0	0	0	0	0	400
Attendance below 90 percent	0	11	6	10	5	13	0	0	0	0	0	0	0	45
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	1	3	1	0	0	0	0	0	0	0	5
Level 1 on statewide assessment	0	0	0	2	8	25	0	0	0	0	0	0	0	35
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	2	2	3	5	0	0	0	0	0	0	13

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
28

Date this data was collected or last updated
Tuesday 7/16/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	19	11	15	14	18	22	0	0	0	0	0	0	0	99
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	1	3	1	1	0	0	0	0	0	0	6
Level 1 on statewide assessment	0	0	0	10	27	29	0	0	0	0	0	0	0	66

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	1	4	6	5	0	0	0	0	0	0	0	16

Part II: Needs Assessment/Analysis

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	56%	54%	57%	43%	50%	56%
ELA Learning Gains	51%	59%	58%	42%	47%	55%
ELA Lowest 25th Percentile	53%	54%	53%	39%	40%	48%
Math Achievement	56%	61%	63%	57%	61%	62%
Math Learning Gains	40%	61%	62%	48%	56%	59%
Math Lowest 25th Percentile	44%	48%	51%	33%	42%	47%
Science Achievement	45%	53%	53%	47%	57%	55%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	49 (0)	81 (0)	68 (0)	70 (0)	65 (0)	67 (0)	400 (0)
Attendance below 90 percent	0 ()	11 ()	6 ()	10 ()	5 ()	13 ()	45 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	1 (0)	3 (0)	1 (0)	5 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	2 (0)	8 (0)	25 (0)	35 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	65%	56%	9%	58%	7%
	2018	56%	53%	3%	57%	-1%
Same Grade Comparison		9%				
Cohort Comparison						
04	2019	51%	56%	-5%	58%	-7%
	2018	37%	51%	-14%	56%	-19%
Same Grade Comparison		14%				
Cohort Comparison		-5%				
05	2019	47%	54%	-7%	56%	-9%
	2018	30%	50%	-20%	55%	-25%
Same Grade Comparison		17%				
Cohort Comparison		10%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	79%	62%	17%	62%	17%
	2018	65%	62%	3%	62%	3%
Same Grade Comparison		14%				
Cohort Comparison						
04	2019	43%	64%	-21%	64%	-21%
	2018	53%	62%	-9%	62%	-9%
Same Grade Comparison		-10%				
Cohort Comparison		-22%				
05	2019	42%	60%	-18%	60%	-18%
	2018	51%	61%	-10%	61%	-10%
Same Grade Comparison		-9%				
Cohort Comparison		-11%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	42%	54%	-12%	53%	-11%
	2018	43%	57%	-14%	55%	-12%
Same Grade Comparison		-1%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2016-17**	**C & C Accel 2016-17**
SWD	45	39	45	45	50	55	21				
ELL	42	43	45	52	50		27				
BLK	32	39		27	28						
HSP	54	42	27	52	39		40				
MUL	50			50							
WHT	61	59	82	61	42	47	56				
FRL	53	45	46	49	36	44	40				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	**ELA Ach.**	**ELA LG**	**ELA LG L25%**	**Math Ach.**	**Math LG**	**Math LG L25%**	**Sci Ach.**	**SS Ach.**	**MS Accel.**	**Grad Rate 2015-16**	**C & C Accel 2015-16**
SWD	36	37	22	40	42	31	40				
ELL	23	32		51	48		37				
ASN	53			73							
BLK	29	29		43	30		36				
HSP	38	35		53	43		35				
WHT	50	48	37	61	55	44	49				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
FRL	39	43	39	53	50	37	43				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	77
Total Points Earned for the Federal Index	422
Total Components for the Federal Index	8
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	32
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	47
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	50
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	58
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

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

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

The Math Learning Gains decreased from 48% to 40%.
Teachers administered biweekly assessments, but did not consistently use data to drive

the instruction. Exit Tickets, MFAS and Illustrative Mathematics tasks, and "in the moment" student work analysis was not used consistently across the intermediate grade levels.

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

The 4th grade declined 10 percentage points on the Math FSA compared to their performance the prior year. 4th grade decreased from 53% proficient to 43% proficient. The 4th grade learning gains also decreased 8 percentage points in Mathematics. Two of the three teachers left. The two new teachers did not consistently differentiate instruction by using formative assessments to guide their instruction.

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

The Math Learning Gains had the greatest gap when compared to the state average. The ESE students and African American students did not make anticipated learning gains in Mathematics due to a lack of differentiation, rigorous high level questioning, and culturally responsive lessons.

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

Our L25 in ELA increased 14 percentage points from 39% to 53%. Teachers differentiated instruction in ELA, works two days per month with JIT coaches, and increased their DOK level of questioning to a level 3 and 4 during lessons. ELP was given weekly to L25 students. The school used Southern Oak buses for many who did not have transportation from ELP to their home.

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

5th grade had 25 Level 1 students. 28 Intermediate students in grades 3-5 had below 90% Attendance.

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

1. Student Readiness Levels are used by all staff on a consistent basis throughout the day so the maximum amount of learning can occur.
2. Differentiating, using multiple forms of assessment in Mathematics (i.e. assessments, exit tickets, MFAS, Plickers,and in the moment student work.)
3. Providing sustained Professional Development from our "Go-To Curriculum Leaders" who will give trainings and feedback to peers.
4. Providing high quality, actionable feedback on a consistent basis in all academic areas. (Teachers to students) and (Administrators to teachers- A high focus on DOK levels and whether lessons are Teacher Centered/TC, Student Centered/SC, or Student Centered with Rigor/SCR)
5. Engage the students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance. Interventions and incentives will be used to show increases at each Tier.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Bridging the Gap (Black Student Achievement)
Rationale	1. Our current level of performance of African American students is 32% proficiency on the ELA FSA and 27% proficiency in Math. 2. We expect our performance level to be 50% proficiency by 2019 ELA and Math FSA. 3. The problem/gap is occurring because African American students are not consistently being provided with culturally responsive content and resources. 4. If lessons were culturally responsive and relevant, the problem would be reduced by 50%.

State the measureable outcome the school plans to achieve	The percet of African American students achieving proficiency on the ELA and Math FSA will increase from 32% in ELA and 27% in Math to 50% proficiency by the May 2020 FSA.
Person responsible for monitoring outcome	Quinn Williams (williamsq@pcsb.org)
Evidence-based Strategy	The teacher will connect students to academic content through practices that are culturally relevant and responsive. Lessons will reflect awareness and understanding of cultural referents and resources that are meaningful to students.
Rationale for Evidence-based Strategy	This strategy will disrupt system inequity with African American students.

Action Step	
Description	1. Teachers will use guiding questions within the 6 M's framework when planning. 2. Teacher intentionally plan for the differentiated needs of each student with consideration of the principles of Universal Design for Learning to ensure content is accessible to the broadest range of learners. 3. Teachers reduce barriers to the curriculum and optimize levels of challenge in order to support and meet the needs of African American students. 4. Students are provided with voice and choice in access to content, process, and products. 5. Administrators give specific, actionable feedback to teachers on structures and strategies being used, such as class meetings, restorative practices, circles, and cooperative learning.
Person Responsible	Quinn Williams (williamsq@pcsb.org)

#2	
Title	ELA/Reading Goal
Rationale	1. Our current level of performance is 56% proficient, as evidenced in ELA FSA. 2. We expect our performance level to be at 66% proficient, which is a 10% increase and the L25 from 53% to 63% which is a 10% increase by ELA FSA. 3. The problem/gap is occurring because differentiation is not data driven and implemented with fidelity. 4. If differentiation is data driven and implemented with fidelity, the problem would be reduced by 10%.
State the measureable outcome the school plans to achieve	The percent of all students achieving ELA proficiency will increase from 56% to 66% , as well as the L25 from 53% to 63%, as measured by FSA.
Person responsible for monitoring outcome	Quinn Williams (williamsq@pcsb.org)
Evidence-based Strategy	Empower ELA Go-To Leaders to develop as literacy leaders (ex: co-facilitate pd sessions alongside administrators, open classrooms for observation and feedback, coach colleagues in literacy practices).
Rationale for Evidence-based Strategy	This strategy was selected so we can maintain a momentum with our learning gains for all students. The ELA champions will model lessons to meet the needs of all students.
Action Step	
Description	1. Teachers intentionally plan instruction with the literacy leaders aligned with a high level of rigor by using Webb's Depth of knowledge/ Marzano's Taxonomy and adjust instruction through the use of talk, task, text, and student needs. 2. Teachers monitor and provide targeted, actionable feedback to students to support learning. Literacy leaders support this work by modeling specific actionable feedback that can be given to students. 3. Teachers strengthen core instruction by increasing the amount of time student are engaged in reading by closely and critically re-reading complex text, writing, speaking, and listening. 4. Teachers develop rigorous learning goals based on identified key standards. 5. Based on support from ELA Go-To Curriculum Leaders, administrators monitor teacher practice and provide feedback that includes the DOK levels. 6. Jan Richardson Guided Reading groups will be conducted with fidelity. Istation use will be monitored. 7. Teachers will scaffold instruction around grade level text.
Person Responsible	Quinn Williams (williamsq@pcsb.org)

#3	
Title	Mathematics Goal
Rationale	1. Our current level of performance is 56%, as evidenced in FSA. 2. We expect our performance level to be 66% proficient which is a 10% increase and L25 to grow from a 44% to 54% which is a 10% increase by May 2020. 3. The problem/gap is occurring because differentiation is not data driven and implemented with fidelity. 4. If differentiation is data driven and implemented with fidelity would occur, the problem would be reduced by 10%.
State the measureable outcome the school plans to achieve	The percent of all students achieving Mathematics proficiency will increase from 56% to 66% , as well as the L25 from 44% to 54%, as measured by FSA.
Person responsible for monitoring outcome	Quinn Williams (williamsq@pcsb.org)
Evidence-based Strategy	Utilize multiple forms of assessment to inform instruction, including Unit Assessments, Exit Tickets, MFAS and Illustrative Mathematics tasks, and/or "in the moment" student work analysis. Use student work to guide analysis of student learning in grade level PLCs.
Rationale for Evidence-based Strategy	This strategy was selected so we can maintain a momentum with our learning gains for all students and have data that leads to differentiated, rigorous instruction.
Action Step	
Description	1. Teachers utilize systemic documents to effectively plan for mathematics units that incorporate the Standards for Mathematical Practice and rigorous performance tasks aligned to the Mathematics Florida Standards (MFAS) 2. Teachers collaborate to select and implement rigorous tasks aligned with each standard, including recommended lessons, and recommended tasks from the Curriculum Guide. 3. Teachers utilize the mathematics unit assessments in Unify. They use the assessments during unit planning and analyze the data by standard for their class and across the grade level. 4. Administrators monitor teacher practice and provide feedback to support teacher growth. Administrators regularly observe mathematics lessons and provide feedback, with mathematics coach support as requested. 5.Teachers implement daily Number Routines (Number Talks, High Yield Number Routines, Maintenance Routines, etc) at the start of the mathematics block to increase number sense and flexibility. Anecdotal notes taken by the teacher can help guide the analysis of student learning. 6. Teachers utilize formative assessments to drive small group instruction based on the standards. 7. Dreambox Learning will be used to progress monitor students who need additional support.

Person Responsible	Quinn Williams (williamsq@pcsb.org)

#4	
Title	Science Goal
Rationale	1. Our current level of performance is 45%, as evidenced in FSA. 2. We expect our performance level to be 55% proficient by May 2020. 3. The problem/gap is occurring because vocabulary review requires increased rigor. 4. If vocabulary review occurred with increased rigor would occur, the problem would be reduced by 10%.
State the measureable outcome the school plans to achieve	The percent of all students achieving proficiency will increase from 45% to 55%, as measured by Science FSA.
Person responsible for monitoring outcome	Quinn Williams (williamsq@pcsb.org)
Evidence-based Strategy	Implement and monitor science academic gaming based on diagnostic and 5th grade unit assessments, with a priority focus on the 60 Power Words and other related vocabulary based on grade level standards.
Rationale for Evidence-based Strategy	This strategy will increase the proficiency of students on unit, cycle, and FSA assessments.
Action Step	
Description	1. Teachers use BOAST (Bring On Any Science Test) vocabulary academic gaming strategies. 2. Utilize diagnostic data to identify instructional resources to support he ongoing review and expansion of learning with an emphasis on informational text and academic vocabulary. 3. Ensure students take diagnostic assessment in August and utilize item analysis strategies to identify lowest 3rd and 4th grade standards for Life, Physical, Earth and NOS to support planning and differentiation for students. 4.Teachers utilize assessment in Unify during planning utilizing the "Differentiated Resources" section in the curriculum guides to identify instructional supports for students for both intervention and enrichment. 5.Utilize pre- and post- science data for each lab to inform next steps and additional supports/enrichment. Five lab days from grades 3-5, monitor grade 2 schedule for consistent implementation.
Person Responsible	Quinn Williams (williamsq@pcsb.org)

#5	
Title	School Climate/Conditions for Learning
Rationale	1. Our current level of performance in school-wide behavior is 18 referrals. We expect our performance level to be 10 referrals by May 2020. 2. The problem/gap in behavior performance is occurring because lack of implementation/fidelity of Restorative Practices being used consistently throughout the school. 3. If monitoring feedback of fidelity for restorative practices would occur, the problem would be reduced by improved connectedness to the school community as evidenced by the School Leadership for Results research by Marzano. 4. We will analyze and review our data for effective implementation of our strategies by December 2019.
State the measureable outcome the school plans to achieve	The risk ratio for Black students receiving referrals will remain the same, at 0%, as measured by the end of the year ODR data from the School Profiles Dashboard. The number of all students receiving a referral will decrease 18 o 10, as measured by the end of year ODR data from the School Profiles Dashboard .
Person responsible for monitoring outcome	Quinn Williams (williamsq@pcsb.org)
Evidence-based Strategy	Support staff to utilize data to organize students to interact with content in manners which differentiates/scaffolds instruction to meet the needs of each student.
Rationale for Evidence-based Strategy	Support the development and/or implementation of school-wide ownership of equitable practices that engage students in acknowledging and adhering to processes and procedures
Action Step	
Description	1. Ensure all staff has been trained in Restorative Practices and equity. 2. Review teacher observation data on weekly basis for trends and next steps. 3. Update school-wide plan on a monthly basis. • Celebrate areas of growth • Update strategies for areas of improvement 4. Provide opportunities for self-reflection and goal setting as well as opportunities for sharing. 5. Monitor and support staff implementation for fidelity.
Person Responsible	Quinn Williams (williamsq@pcsb.org)

#6	
Title	Attendance
Rationale	1. Our current attendance rate is 83%. We expect our performance level to be 93% by December 2019. 2. The problem/gap in attendance is occurring because student illnesses. 3. If school resources given to parents would occur, the problem would be reduced by 10%. 4. We will analyze and review our data for effective implementation of our strategies by December 2019.
State the measureable outcome the school plans to achieve	The percent of all students in attendance daily will increase from 83% to 93%
Person responsible for monitoring outcome	Quinn Williams (williamsq@pcsb.org)
Evidence-based Strategy	Our strategy is to strengthen the implementation of Tier 1 and Tier 2 interventions to address and support the needs of students.
Rationale for Evidence-based Strategy	Strengthening Tier 1 will build stronger relationships between the school and families and help identify barriers that are attributing to chronic absences. Strengthening Tier 2 will help personalize early outreach, and create a plan that addresses these barriers.
Action Step	
Description	1. Review attendance taking process and school-wide strategies for positive attendance with all staff. Asset map the attendance resources, interventions and incentives at our school to support increased attendance for each Tier. 2. Develop and implement 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 bi-weekly 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)

#7	
Title	Family and Community Engagement
Rationale	During the 2018-19 school year there was a decline in the level of parental involvement during PTA meetings and academic-related night events. Walsingham recognizes the importance of having allstakeholders working together to drive each and every student to success.
State the measureable outcome the school plans to achieve	The percent of all parents attending school-wide events focused on curriculum and student growth will increase from 25% to 50% as measured by PTA sign in sheets as well as parent survey feedback.
Person responsible for monitoring outcome	Quinn Williams (williamsq@pcsb.org)
Evidence-based Strategy	The school will increase communication and opportunities for parents to be involved and support their child's success in all academic areas.
Rationale for Evidence-based Strategy	This strategy was selected so we can achieve learning gains for all students through a school-home connection.
Action Step	
Description	1. Walsingham will increase the frequency and variety of our communication to better meet the needs of our stakeholders. 2. Revise our curriculum nights with the aim of educating parents on how to understand their students growth data as well as how to create a SMART goal for home that will impact their students learning. 3. Teachers will participate in targeted PD opportunities directed at implementing a new family involvement night format. 4. The family liaison will increase Facebook posts that will allow our parents to provide input in a non-threatening environment in an effort to improve our level of services to our community. 5. Our PTA meetings will increase communication by giving each student a sticker informing them of the meetings that evening along with administrative School Messenger calls. 6. We will offer trainings to parents such as ELL Literacy Night and Reading Under the Stars.
Person Responsible	[no one identified]

#8	
Title	Healthy Schools
Rationale	1. Our current level of performance is 4 out of 6 Alliance for a Healthier Generation's Healthy Schools Program Assessment Modules Bronze level, as evidenced in Alliance for a Healthier Generation's Healthy Schools Program Assessment. 2. We expect our performance level to be 5 out of 6 modules eligible for silver level by May 2020. 3. The problem/gap is occurring because Lack of physical activity beyond the recommended # of minutes, food sold in the cafeteria does not adhere to smart snack guidelines. 4. If our healthy school team can monitor the implementation of administrative guidelines for wellness, our school would have a greater opportunity to be eligible for recognition.
State the measureable outcome the school plans to achieve	The number of all students engaging in lifelong healthy habits will increase from 6 modules recognized Bronze level to 6 modules recognized silver level, as measured by Alliance for a Healthier Generation's Healthy Schools Program Assessment.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Enhance staff capacity to support students through purposeful activation and transfer strategies.
Rationale for Evidence-based Strategy	This strategy will create opportunities for increased health and school recognition.
Action Step	
Description	1. Assemble a Healthy School Team made up of a minimum of 4 individuals including, but not limited to: PE teacher/Health Teacher, Classroom Teacher, Wellness Champion, Administrator, Cafeteria Manager, Parent, Student 2. Attend district supported professional development 3. Complete the Healthy Schools Program Assessment 4. Complete the SMART snacks in school documentation 5. Develop and implement Healthy School Program Action plan. 6. Update Healthy Schools Program Assessment and Apply for Recognition.
Person Responsible	Quinn Williams (williamsq@pcsb.org)

#9	
Title	ESSA- African American
Rationale	1. Our current level of performance of African American students is 32% proficient, as evidenced in 2019 ELA FSA. 27% are proficient in Math on the FSA. 2. We expect our performance level to be 50% by 2019 ELA FSA and 50% on the Math FSA. 3. The problem/gap is occurring because African American students are not consistently being provided with culturally responsive lessons and resources that are meaningful to students. 4. If lessons were culturally responsive and relevant, the problem would be reduced..
State the measureable outcome the school plans to achieve	The number of all African American students will increase from 32% to 50% proficient as measured by May 2020 ELA FSA, and 27% to 50% proficient on the Math FSA.
Person responsible for monitoring outcome	Quinn Williams (williamsq@pcsb.org)
Evidence-based Strategy	The teacher will connect African American students to academic content through practices that are culturally relevant and responsive. Lessons will reflect awareness and understanding of cultural referents and resources that are meaningful to African American students.
Rationale for Evidence-based Strategy	Students will increase proficiency in ELA by having the right supports in place.
Action Step	
Description	1. Teachers will use guiding questions within the 6 M's framework when planning. 2. Teachers reduce barriers to the curriculum and optimize levels of challenge in order to support and meet the needs of African American students. 3. Teachers will provide diverse reading materials that reflect African American culture. 4. Students are provided with voice and choice in access to content, process, and products. 5. Administrators give specific, actionable feedback to teachers on structures and strategies that help African American students process content through active engagement.
Person Responsible	Quinn Williams (williamsq@pcsb.org)

Additional Schoolwide Improvement Priorities (optional)

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

The Schoolwide Enrichment Model will occur for six to eight weeks for all K-5 students. Students will be provided enrichment opportunities through clusters once a week based on their interest area on their student surveys.

Part IV: Title I Requirements

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

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

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.

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

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

Small group and individual counseling services provided on an as needed basis by school counselor, social worker, and school psychologist. Behavioral supports and school-wide expectations are reviewed and supported with students by student services team including: school counselor, social worker, and the school psychologist. Student needs are reviewed monthly by the School-Based Leadership Team. Students identified for check-in check out "High Five Mentor" system with be assigned to specified staff members. Data based Problem solving occurs at all SBLT meeting.

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

Walsingham Elementary will schedule local feeder middle school representation to come and meet with our students in order to educate them on the opportunities they have as they move on from Walsingham. In addition, Walsingham will be working with local Pre-K feeder programs to reach out to our incoming parents allowing them to become integrated more efficiently into our school family.

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 utilizes a Comprehensive Needs Analysis method of work to analyze our current ways of work and their effectiveness. There is one Overall Needs Analysis that takes place at the end of each school year and monthly check-ins to monitor effectiveness.

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

Walsingham partners with LKQ Pick your Part for the third grade "Rewards for Reading" program which encourages students to increase their achievement in reading for various incentives. Students visit LKQ on a fieldtrip during the year and end with a celebration for their achievement efforts.

Part V: Budget

1	III.A	**Areas of Focus: Bridging the Gap (Black Student Achievement)**				**$0.00**
2	III.A	**Areas of Focus: ELA/Reading Goal**				**$600.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3376	140-Substitute Teachers	4701 - Walsingham Elementary School	School Improvement Funds	5.0	$600.00
			Notes: Training with Michelle Gallagher for intermediate ELA teachers on the Modules.			
3	III.A	**Areas of Focus: Mathematics Goal**				**$600.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	3376	140-Substitute Teachers	4701 - Walsingham Elementary School	School Improvement Funds	5.0	$600.00
			Notes: Training with Math coach Dar Brown on Number Talks and MFAS.			
4	III.A	**Areas of Focus: Science Goal**				**$0.00**
5	III.A	**Areas of Focus: School Climate/Conditions for Learning**				**$0.00**
6	III.A	**Areas of Focus: Attendance**				**$0.00**
7	III.A	**Areas of Focus: Family and Community Engagement**				**$0.00**
8	III.A	**Areas of Focus: Healthy Schools**				**$0.00**
9	III.A	**Areas of Focus: ESSA- African American**				**$0.00**

	Total:	$1,200.00