



School Improvement Plan 2017-18

Walsingham Elementary School

Michael A. Grego, Ed.D.
Superintendent

Pinellas County Schools



School Profile

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| Principal: Quinn Williams | SAC Chair: Tonia Hill |
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| School Vision | 100% Student Success |
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| School Mission | Walsingham Elementary will prepare our students to become independent learners with the desires, the skills, and the abilities necessary for lifelong learning. |
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| Total School Enrollment | % Ethnic Breakdown: | | | | | |
|-------------------------|---------------------|---------|------------|----------------|---------|---------|
| | Asian % | Black % | Hispanic % | Multi-Racial % | White % | Other % |
| 490 | 6.3% | 14.3% | 20.8% | 4.7% | 53.7% | 0.2% |

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|---------------------|-------------------|-------------------|-------------------|--|
| School Grade | 2017: C | 2016: C | 2015: C | Title 1 School? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
|---------------------|-------------------|-------------------|-------------------|--|

| Proficiency Rates | ELA | | Math | | Science | | Social Studies | | Accel. Rate | | Grad Rate | |
|---------------------|--------|--------|--------|--------|---------|--------|----------------|--------|-------------|--------|-----------|--------|
| | 2017 % | 2016 % | 2017 % | 2016 % | 2017 % | 2016 % | 2017 % | 2016 % | 2017 % | 2016 % | 2017 % | 2016 % |
| Proficiency All | 44 | 46 | 57 | 58 | 38 | 52 | | | | | | |
| Learning Gains All | 49 | 50 | 50 | 64 | | | | | | | | |
| Learning Gains L25% | 29 | 37 | 33 | 48 | | | | | | | | |

| School Leadership Team | | | | |
|-----------------------------------|------------|------------------|-----------------------------|-------------------------|
| Position | First Name | Last Name | FT/PT | Years at Current School |
| Principal | Quinn | Williams | FT | 1-3 years |
| Assistant Principal | Kimberly | Duffy | FT | 11-20 years |
| MTSS Coach | Tamara | Killian | FT | 11-20 years |
| Teacher Leader | Julie | Christian | FT | 11-20 years |
| Teacher Leader | Lynnea | Dance | FT | 1-3 years |
| Teacher Leader | Yolanda | Hearn | FT | 1-3 years |
| Teacher Leader | Kathleen | McGrath | FT | 1-3 years |
| Teacher Leader | Jennifer | Simon | FT | 4-10 years |
| Teacher Leader | Victoria | Spiewak | FT | 1-3 years |
| Teacher Leader | Kaycee | Kelly | FT | 1-3 years |
| School Counselor | Margaret | Diaczyk-Brillant | FT | 4-10 years |
| Psychologist | Caitlin | Asencio | PT | 4-10 years |
| Social Worker | Diana | Quintero | FT | 1-3 years |
| Total Instructional Staff: | 43 | | Total Support Staff: | 18 |



School Culture for Learning

Connections: **District Strategic Plan** ●Goals 2, 3
Marzano Leadership ●Domain 5

School-wide Behavior Plan

1. Describe your school’s expectations for providing a safe, secure and healthy learning environment. Ensure that your school has a behavioral system connected to Positive Behavioral Interventions and Supports (PBIS).

Walsingham Elementary uses CHAMPS which is a PBIS system. School-wide expectations (PAWS for Success) are posted throughout common areas, classrooms and are explicitly taught and reinforced. Students can earn rewards for following school-wide rules. Classroom rules are also established using CHAMPS. Administration and our guidance counselor implement Project Wisdom each morning on the News show. Teachers and support staff will be trained in Restorative Practices and will implement conflict-resolution strategies.

2. What is your plan for ensuring that school-wide expectations transfer to the classrooms? How does your school ensure that expectations are implemented equitably in the handling of student behavior?

Walsingham Elementary staff participated in professional development on STOIC which ensures that the staff understand the expectations. During our professional development we reviewed the established procedures for handling behavior concerns. Teachers then created classroom expectations with students using student input so that students understand and agree with them. School-wide expectations will be taught by the classroom teacher as well as in the form of presentations on the morning show and assemblies. Each classroom teacher has a classroom behavior management plan that has been turned into administration. The behavior management plan is posted in each classroom and reviewed daily.

3. What is your plan to implement a seamless multi-tiered system of supports (MTSS) focused on an integration of behavioral (social/emotional) and academic supports to meet the needs of all students? Ex. Character education, social-emotional learning, equity, school climate initiatives and/or restorative practices.

All of our Wildcats will participate in the STOIC and CHAMPS program. Each teacher will develop a Classroom Management Plan (Tier 1) describing behavioral expectations and consequence, which are universal, for the students. The management plan will be sent home to parents and one copy will be on file in the Assistant Principals office. The MTSS committee convenes every Monday morning to discuss Tier1, 2 and 3 student progress in behavior and academic areas. Each week we focus on a different grade level and discuss possible progress among all Tiers. The students who have behavior concerns are discussed each week. Each classroom teacher chooses a Student of the Week on Friday for their classroom based on the student’s behavior and how they follow the PAWS for Success. Then on Monday morning the principal and assistant principal meet with the Students of the Week in the media center to give them a Student of the Week pin, pencil and coupons for free meals (Taco Bell, Buffalo Wild Wings, etc.)

Data-Based Problem Solving

4. Describe your school’s plan to meet the physical, social and emotional needs of students who are in need of supplemental or intensive supports. What processes do you have in place?

We start out each MTSS meeting discussing two grade levels of academic and behavior based on Tier 1 instruction. We then move into discussing Tier 2 & 3 supports for those grade levels. At this weekly meeting we analyze data and discuss students in need of intensive support. Individual student meetings are planned as needed to update and review individual student behavior (Tier 2, PBIP & FBA) plans. The student services

team are members of the MTSS who are then available to implement interventions and services to students in need of support.

5. Describe how your school monitors student progress to determine if additional supports are needed to improve student outcomes. Include your data sources (school dashboards, disparity gaps or Healthy Schools data).

Student progress is monitored by using a variety of data sources that include School Profiles, Performance Matters, EDS and Data Warehouse. Each month administration completes Tier 1 PBIS walkthroughs to survey students and staff to determine the Guidelines for success and behavior expectations are known and being implemented. The administration shares this data with the staff during our monthly staff meetings. MTSS reviews referral data provided by Focus bi-weekly. It is also shared monthly with the School-wide Behavior Committee meeting which includes administration and grade level teacher representatives. Twice per month the Child Study Team reviews attendance data and identifies academic and behavior correlations.

High Expectations for All

6. How does your school leadership ensure that all staff members have high expectations for the success of all students by providing learning opportunities that are rigorous and equitable?

Our leadership team arranges professional development for the staff during or monthly PD meetings, PLC's, and reviews academic and behavior data to meet highest student expectations. Each classroom has a written classroom management plan that they turn into administration. Administration conducts weekly walkthroughs of classrooms to ensure that learning opportunities are rigorous and equitable. Twice a year school leadership conducts data chats with each grade level teams that look at the item analysis of the common assessments, running records, iStation, ST Math, data to see where students are at. Grade level teams also discuss data during their PLC's in order to provide rigorous instruction.

School Culture, Climate / SWBP / Key Goals and Strategies

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| Goal 1: What is your primary goal and strategy to improve the overall culture and climate at your school? | |
| Goal: In the 2016-2017 school year Walsingham Elementary had 63 total referrals, our goal is to decrease the total number of referrals by 10%. During the 2015-2016 school year we had a total of 82 referrals, we decreased our referrals by 35%. | |
| What is the key strategy that you will implement to accomplish this goal? | Name of person(s) responsible |
| 1. Conduct professional development on Restorative Practices and PBIS to support staff in the knowledge of how to support struggling students. 2. Build and maintain supportive relationships with students using CHAMPS and use a collaborative approach to establish classroom expectations. 3. Use the Leveled Behavior Incident forms for behaviors that we would like to track, but are not referrals. | 1. Student Services/ Administration 2. All staff |
| Goal 2: What is your primary goal and strategy for reducing the discipline and learning gaps between Black and Non-Black students in your school? You may also address other related subgroups if needed. | |
| Goal: There were 36 African American referrals generated by 6 students in 2015-2016. During the 2016-2017 school year there were 22 referrals that were generated by 12 African American students. Of these 12 students they had either 1 -3 referrals each. Our goal is to decrease the risk ratio for African American students from 4.24 to 2.0. | |
| What is the key strategy that you will implement to accomplish this goal? | Name of person(s) responsible |
| 1. Classroom teachers will use Check and Connect with all African American students. The staff will receive cultural competence and behavior management training to help support this area of focus. | 1. Classroom teacher 2. Identified mentor 3. Behavior specialist & Social Worker |

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| <p>2. Students with 5 or more referrals will be identified to have either a mentor or staff buddy to mentor.</p> <p>3. Identify students in need of FBA or PBIP and review previously written plans to meet individual needs of students to provide more support.</p> | <p>4. Administration</p> |
| <p>Optional Goal: Describe any other goal you may have related to school culture or climate. Use only if needed.</p> | |
| <p> </p> | |
| <p>What is the key strategy that you will implement to accomplish this goal?</p> | <p>Name of person(s) responsible</p> |
| <p> </p> | |



Standards-Based Instruction for Learning

Connections: District Strategic Plan • Goals 1,2,4,5
Marzano Leadership • Domain 1,2,3,4

7. Describe your school’s efforts to align instruction to state standards, increase academic rigor and student engagement. What successes have you seen to date? What data did you review to measure your success?

The staff participated in Marzano professional development on how to how to increase rigor and student engagement while unpacking the standards. This training was implemented during the pre-school week, with continued training throughout the year. We have seen successes that our students are more engaged in rigorous lessons as we conduct walkthroughs, informal and formal observations.

8. In aligning instruction to state standards and increasing rigor and student engagement, what are the key areas for improvement in your school? What data did you review in reaching these conclusions?

In order to increase rigor and student engagement the key areas for improvement are Design Question 4 Helping Students Generate and Test Hypotheses. iObservation data showed that only one element was rated throughout the year indicating that it was not regularly occurring.

The elements include:

- Organizing Students for Cognitively Complex Tasks
- Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing
- Providing Resources and Guidance

9. Describe how teachers in your school measure student growth in meeting state standards. Discuss your staff’s use of student data (ex. assessment, goals and scales) to measure learning and inform instruction.

Tier 1 student data is reviewed by teachers during weekly PLCs, monthly as a grade level, and after each round of common assessments. Tier 2 data is reviewed every 6-8 weeks using progress monitoring data with the MTSS team. Tier 3 data is reviewed every 6 weeks with the student services team.

10. Describe how your school supports all students in reaching grade level proficiency and transitioning from one school level to the next (elementary to middle, middle to high school and high school to college/career).

The staff uses differentiated instruction through small groups while using research based intervention to help students reach grade level proficiency. Students are provided opportunities to meet with the student services departments at the middle and elementary levels to coordinate building individual student schedules that best meet their individual needs.

Standards-Based Instruction / Key Goals and Strategies

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| Goal 1: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement? | |
| Implementing goals and scales in ELA and mathematics that students will show where they are at the introduction of the scale and continually address the Learning Goal and scale throughout the lesson to show the progress they have made. | |
| How are data collected and analyzed to monitor implementation of this strategy? | Name of person(s) responsible |
| Walkthroughs, informal and formal observations Reflective feedback from the students in their journals and on the scale to show evidence as to why they rated themselves as a 2, 3, or 4. | Administration |
| Goal 2: What is your primary school-wide goal and strategy to improve teaching and learning in all classrooms specific to increasing standards-based instruction, culturally responsive instruction, student rigor and/or engagement? | |
| Using researched-based strategies in core instruction (e.g., 5E, Gradual Release, Text Dependent Questioning, Speaking and Listening protocols) | |
| How are data collected and analyzed to monitor implementation of this strategy? | Name of person(s) responsible |
| Walkthroughs, informal and formal observations Formative assessments Data from common assessments | Administration |
| Optional Goal: Describe any other goal / strategy you may have related to teaching and learning. Use only if needed. | |
| Providing in-class modeling and standards-based exemplars to help students self-assess their progress toward the standards. | |
| How are data collected and analyzed to monitor implementation of this strategy? | Name of person(s) responsible |
| Walkthroughs, informal and formal observations Lesson Plans Data Folders | Administration |



Collaboration for Professional Growth

Connections:

District Strategic Plan ●Goals 1,2,4,5
Marzano Leadership ●Domain 2, 4

11. Describe your school’s efforts to encourage a positive working relationship among teachers, staff and administrators. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey that supports your plan to improve professionalism, collegiality and trust.

The administration uses shared leadership, has an open door policy, gains input from staff on decision making and conducts social activities to build trust and encourage collaboration. Administration makes a concerted effort to value teacher time so that they can work collaboratively to plan with their grade level teams and SEM clusters. Only two meetings are held each week. One is the PLC or collaborative planning. The other is a faculty meeting, curriculum meeting, or committee meeting. From the Advanced Ed survey staff question 21 indicated that 74% of staff members agreed that our school provides students with specific and timely feedback about their learning. We provide professional development at articulation meetings so that teachers can learn from colleagues at their grade levels and colleagues across their grade levels on journal feedback across all subject areas.

12. Describe your school’s plan for supporting teacher collaboration via PLCs and/or common planning. Include reference to a school schedule that provides time for teachers to collaborate and review student data.

The school has a master schedule that allows each grade level to have a common/collaborative planning time during their specials block each Thursday. Teachers meet for PLC’s once a week on Wednesday’s. Administration attends PLC’s on a rotation each week. During their PLC’s the team leader fills out the PLC feedback form which is in O365 so the administrator who did not attend can read the notes and leave feedback for the team. Each teacher has a copy of our SIP wheel which contains our vision, mission, School Wide Behavior plan, Bridging the Gap Plan and our goals for Reading, Writing, Math, and Science. It includes Instructional Strategies on how we are going to reach each goal and how it aligns to thee SIP, Bridging the GAP, and School Wide Behavior Plan. On the PLC form the team leader will check off the items from the Instructional Practice menu and align their data driven discussion to the instructional strategies on the SIP wheel. They will list what data they used to drive their instruction and specific details from their discussion.

Professional Development

13. Describe the focus areas for teacher professional development over the past year. Have you seen evidence that the training has led to increased teacher effectiveness and student learning? What are your next steps?

Increased teacher effectiveness was seen in the use of goals and scales. 100% of instructional staff implemented goals and scales with at least one curriculum area. Teachers began to plan rigorous standards based lessons throughout the year from training that was provided. Our continued focus will be on students reflecting on their work through the use of journaling, having staff provide feedback to student work and having students generate and test hypothesis. Teachers having the higher order thinking questions preplanned in their lesson plans daily.

Provide a list of the key professional development opportunities that you have planned as part of your school’s sustained professional development model. Connect these trainings to a review of your classroom observation data and teacher Deliberate Practice goals (ex. Marzano Key Instructional Elements, ISM visit feedback, etc.).

Targeted Trainings / Teacher and Staff Growth Areas

| Key trainings planned for summer/fall related to teacher, staff growth needs. | When? Summer, Pre-School? | Participants? Targeted Group? | Expected Outcomes? |
|---|----------------------------|-------------------------------|---|
| Behavior Management/Culturally Responsive/Restorative Practices | Pre-School and School Year | All Staff | Understand how to create a classroom of tolerance and respect that is culturally responsive and is sensitive to the needs of our student population by using the 6 M’s (Meaning, Models, Monitoring, Mouth, Movement, and Music). |
| Book study- Classroom Discussions | School Year | All Instructional Staff | To increase knowledge in mathematical conversations within the classroom to increase students mathematical thinking. |

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| iStation | School Year | K-5 Teachers and Intervention Teachers | Improved understanding of the program and progress monitoring tools and reports. We will continue to train teachers and how to read and interpret reports to provide interventions. |
| Journaling across all subjects | School Year | K-5 Teachers | Understanding how to plan and implement journaling activities for students across the curriculum and how to provide meaningful feedback. |
| Book Study- The Reading Strategies Book | School Year | All Instructional Staff | We will continue where we left off from the 16-17 school year to learn over 300 reading strategies that are divided through 13 goals that align to the FL Standards. These strategies will help students with Fluency and Comprehension. |
| Book Study –Better Than Carrot orSticks, Restorative Practices for Positive Classroom management | School Year | All Staff | Teachers will create a cooperative and respectful classroom climate in which students and teachers work through behavioral issues together. This book goes along with the Restorative Practice training that we will implementing at our school this year. |
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Family and Community Engagement

Connections:

District Strategic Plan ●Goals 1,3,6,7
Marzano Leadership ●Domain 4, 5, 6

14. Describe your school’s plan to build positive relationships with families and community members. Please reference specific lessons or growth areas found from a review of your school’s AdvancED climate survey, formal or informal feedback from parents and a review of family participation at school events (especially those linked to student learning).

We encourage family participation in all school events, ie. SAC, PTA, Title 1 family involvement events, mentoring etc. The family community coordinator reaches out to the community to build relationships and to strengthen the connection between them. They also reach out to our local business partners and works with them to provide resources for our school.

15. Describe how your school provides parents, families and communities with the necessary academic tools to increase student achievement. Please make reference to your school’s attempts to support families in interpreting and using student data via trainings, data chats and/or student-led conferences.

Walsingham provides parents with training opportunities throughout the school year specific to the curriculum of their child’s grade level. Opportunities are provided to understand the state testing mandates and how to best prepare their children. At all events as much information is translated into the child’s home language as possible. Information is also shared during individual parent conferences.

Family Engagement / Planning Inventory

Please rate the following items per your best estimate. The scale below is intended only for your planning purposes. Use these data to support your goals and strategies to better connect with families.

| Planning Inventory | Very few of our families | Some of our families | Most of our families | Nearly all of our families |
|---|--------------------------|--------------------------|-------------------------------------|----------------------------|
| Families who have a parent PORTAL account and password. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Families who regularly log onto PORTAL to check student grades / assignments, progress. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Families who are in regular contact with teachers in person or by phone, text, email or home visits. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Families who regularly visit the campus for meetings, conferences or school events (especially those linked to student learning). | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Families who report feeling welcome when visiting the campus or contacting the school. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

*Note: Please use your own school data resources or best estimates in completing this inventory.

Family Engagement / Key Goals and Strategies

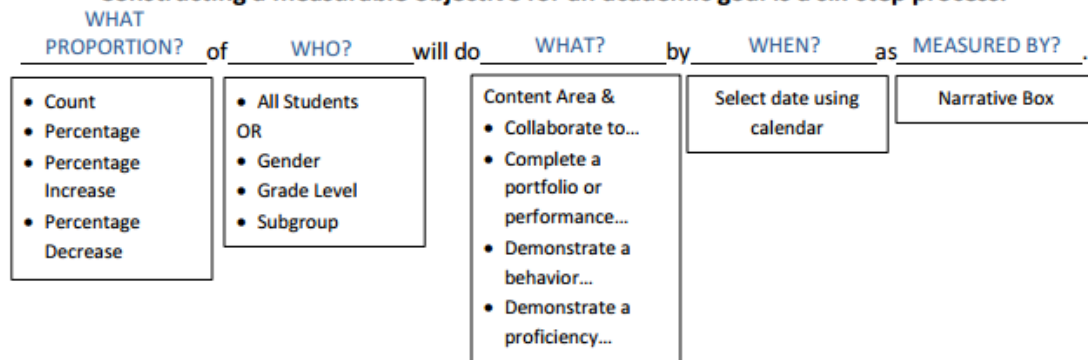
| | |
|--|---|
| Goal 1: What is your primary goal and strategy to build stronger connections with families and to link those efforts to student learning outcomes? | |
| Increase volunteer hours by 10%. | |
| What is the key strategy that you will implement to accomplish this goal? | Name of person(s) responsible |
| <ol style="list-style-type: none"> 1. Family community liaison will contact previous volunteers and mentors to encourage participation for the 16-17 school year. 2. Build a mentor schedule. 3. Maintain communication throughout the school year with families and community members. | Quinn Williams Kim Duffy Christina Tishuk |
| Goal 2: What is your primary goal and strategy to increase your school’s involvement in the community by visiting family homes, neighborhood centers, taking part in community events or connecting to community resources? | |
| To increase our community involvement we will work with our local business partner LKQ and arrange community gathering socials through the PTA. | |
| What is the key strategy that you will implement to accomplish this goal? | Name of person(s) responsible |
| <ol style="list-style-type: none"> 1. Establish a timeline with LKQ 2. Determine parent nights with PTA | Quinn Williams Kim Duffy PTA LKQ |

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| Optional Goal: Describe any other goal you may have related to family / community engagement. Use if needed. | |
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| What is the key strategy that you will implement to accomplish this goal? | Name of person(s) responsible |
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Section 2 – Targeted School Goals / Action Steps

Academic Goal

Constructing a measurable objective for an academic goal is a six-step process.



SMART GOALS: Please be sure that your goals throughout this document are written as SMART goals. Provide actions and steps to implement those goals, including what your school will do to reduce potential barriers. Include a goal manager and data source.

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| ELA / Reading Goal | Goal Manager: Allie Shane |
| Increase in the number of students scoring level 3, 4, and 5 above the state proficiency rate in Reading from 44% to 54% as measured by the Florida Standards Assessment. Increase in the number of students making learning gains in Reading by 10% as measured by the Florida Standards Assessment. Increase the number of students in the lowest 25% from 29% to 50% in the state proficiency rate in Reading as measured by the Florida Standards Assessment. | |
| Actions / Activities in Support of ELA Goal | Evidence to Measure Success |
| Teachers will align instruction to meet the Florida Standards for English Language Arts, District Curriculum Guidelines, and student needs by providing multiple opportunities across the literacy block for Jan Richardson Guided Reading, Reading and Writing about complex text with scaffolding and support. | HOT Questions Pre-Planned Walkthroughs with feedback Lesson Plans Jan Richardson Lesson Plans Data from the following : ELA MAP Assessments Running Reading Records Florida Standards Assessment ELA Formative Assessments Curriculum based comprehension tests |

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| <p>iStation will continue to be implemented for all students. Each student will take the monthly assessment, those students who are progress monitored Tier 2 students will be given on demand assessments biweekly as their progress monitoring probe. Teachers will continue to receive training on how to access and utilize reports to drive core instruction and small group instruction.</p> | <p>80% usage rates for all students in all grade levels. Skill Growth by Tier reports Lesson Plans with iStation times planned Walkthroughs with feedback</p> |
| <p>Ensure students have ample time every day to practice independently what was taught in reading and writing, allowing for strategic practice as well as building stamina for longer and longer reading and writing projects across the grade levels as well as the calendar year.</p> | <p>Journal writing with targeted actionable feedback Students provide evidence</p> |
| <p>Teachers will analyze data (running records, ELA formative assessments) to plan differentiated instruction (Jan Richardson) to meet the needs of the students.</p> | <p>Running Reading Records data Formative Assessments Anecdotal notes from Jan Richardson lesson plans</p> |

| Mathematics Goal | Goal Manager: Tonia Hill | |
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| <p>Increase in the number of students scoring a level 3, 4, and 5 according to the Mathematics Florida Standards Assessment from 57% proficient to 62% proficient. Increase in the number of students making learning gains in Mathematics by 10% as measured by the Florida Standards Assessment. Increase the number of students in the lowest 25% from 33% to 50% in the state proficiency rate in Mathematics as measured by the Florida Standards Assessment.</p> | | |
| Actions / Activities in Support of Math Goal | Evidence to Measure Success | |
| <p>Collaborative planning will be utilized to develop Florida Standards Based lesson plans that include CPALMS, MFAS, and best practices from Mathematics Content and Curriculum guides that are provided by the Mathematics department. The teachers will utilize the data from the MFAS to differentiate instruction and provide feedback to students.</p> | <p>Feedback in Math Journals Lesson plans Formative Assessment Data Walkthrough data with feedback Math MAP Assessments HOT Questions Pre-Planned</p> | |
| <p>All students will utilize ST Math online a minimum of 60 minutes per week for grades K-1 and 90 minutes per week for grades 2-5. The level of curriculum percentage will be tracked to ensure all students are on track to complete the ST Math curriculum for their grade level.</p> | <p>ST Math Reports Lesson Plans with ST Math times planned Walkthrough data with feedback</p> | |
| <p>Mathematics teachers utilize high yield instructional strategies to develop number sense, flexibility, and fluency alongside growth mindset.</p> | <p>Walkthroughs with feedback Number Talks Lesson Plans HOT Questions Pre-Planned Use of the 8 High Yield Mathematical Practices</p> | |
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| Science Goal | Goal Manager: Victoria Spiewak | |
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| Increase the percentage of students scoring a Level 3 in Science from 37% to 57% as measured by the Science Standards Assessment (SSA). Increase the percentage of students scoring a Level 4 or above in Science by 10% as measured by the Science Standards Assessment (SSA). | | |
| Actions / Activities in Support of Science Goal | Evidence to Measure Success | |
| <p>Establish routine practice of the 10-70-20 Instructional model for students. This model consists of Setting the Purpose (10%), Core Science (70%), and Confirming the Learning (20%).</p> <p>Implementing Science Vocabulary Academic Gaming in Life, Physical, and Earth Science in grades 1-5.</p> <p>Implementing BOAST vocabulary academic gaming strategies throughout the year.</p> <p>Teachers develop a plan of differentiation for students prioritizing “bubble students.”</p> | <p>Walkthroughs with feedback</p> <p>HOT Questions Pre-Planned</p> <p>Science MAP Assessments grades 3-5</p> <p>Science Common Assessments 1-2</p> <p>Unit Assessment Quizzes on Unify</p> <p>5 E's evident</p> <p>SLAGS</p> <p>Success Criteria</p> <p>SEAMS</p> <p>Science Notebooks with feedback</p> <p>Lesson Plans</p> | |
| <p>Develop and implement a 5th grade Standards review plan based on the 3rd/4th grade Review Diagnostic Assessment.</p> <p>Create an interactive K-5 bulletin board with science vocabulary definitions, examples, synonyms, and antonyms located in the media center. Students enter their answers on a slip of paper for a weekly drawing on the morning news.</p> | <p>Analyze Diagnostic Assessment Data</p> <p>School wide Science Vocabulary bulletin board responses</p> <p>Think Central Lessons in Science Fusion</p> | |
| <p>Monitor for consistent implementation of instruction, and processes which support the effectiveness of the Science Lab.</p> | <p>Pre/Post test data from science lab assessments</p> <p>Walkthroughs with feedback</p> | |
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Other School Goals* / Use Only as Needed

*All schools are required to complete a Healthy Schools goal.

*High schools are required to complete a college readiness goal pursuant to Section 1008.37(4), F.S.

| Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy Schools, etc.) | | |
|---|--|--|
| Goal Name: STEM Goal | Goal Manager: Laura Stimson | |
| To increase the participation of students in 4th and 5th grade into the STEM Academy by 15%. | | |
| Actions / Activities in Support of Goal | Evidence to Measure Success | |
| The STEM Academy teacher will promote enrollment for the STEM Academy with an increased focus on the under-represented populations: women and minorities. | STEM Attendance | |
| STEM Academy teachers will participate in the Annual PCS STEM Expo to Showcase their School's STEM Academy project. | STEM Academy project Participation in the STEM Expo | |

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| Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.) | |
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| Goal Name: Healthy Schools Goal | Goal Manager: Lisa Forero |
| 100% of students will be provided with opportunities for physical movement on a daily basis to maintain student engagement in content. | |
| Actions / Activities in Support of Goal | Evidence to Measure Success |
| Elementary students will be provided with recess, consisting of a minimum of 20 consecutive minutes of unstructured time, on a daily basis. | Lesson plans Walk thru data based on item #27 on the teacher appraisal |
| Teachers will incorporate culturally responsive instructional strategies that facilitate meaning, models, monitoring, mouth, movement, and music. Movement strategies will facilitate movement, including movement to learning stations, movement after brief chunks of content engagement, and physical movement to respond to questions. | Lesson plans Walk through data based on item #27 on the teacher appraisal |

| Other School Goal (STEM, Social Studies, College Readiness, Career-Technical, Healthy School, etc.) | |
|---|-----------------------------|
| Goal Name: | Goal Manager: |
| | |
| Actions / Activities in Support of Goal | Evidence to Measure Success |
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Academic Achievement Gap / Required Goals

| Subgroup Goal (Black) | Goal Manager: Kim Duffy |
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| Increase the number of black students scoring a level 3, 4 or 5 on the Florida Standards Assessment (FSA) in Reading and Mathematics by 5%. We want to increase our black student's form 10% to 50 % on the Reading and Mathematics FSA and from 20% to 50% on the SSA. | |
| Actions / Activities in Support of Black Goal | Evidence to Measure Success |
| Incorporate the 6 M's (Meaning, Mouth, Models, Movement, Multiple Checks for Understanding, Music) in planning and daily instruction. | Lesson Plans with 6 M's included MAP Assessments Reading Records Subgroup Data FSA Formative Assessments |

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| | Walkthrough Data |
| iStation and ST Math will be utilized during intervention blocks to show progress toward on/above grade level proficiency. | iStation usage reports and student summary reports and ST Math Reports |
| By providing mentors for African American students we will increase student achievement data and reduce the number and percent of discipline incidents for African American sub group by 40%. | Mentor Feedback Referral Data |

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|---|-----------------------------------|
| Subgroup Goal (ELL) | Goal Manager: Nancy Knight |
| Increase the number of ELL students scoring a level 3, 4 or 5 on the Florida Standards Assessment (FSA) in Reading by 5%. | |

| Actions / Activities in Support of ELL Goal | Evidence to Measure Success |
|--|---|
| Implement researched based interventions with a focus on Phonics and Fluency for Reading will be put in place to increase the student's fluency and exposure to the English language. Interventions that are used are Jan Richardson's Guided Reading Routine, and Leveled Literacy Intervention Program | MAP Assessments Running Reading Record Levels OPM on iStation LLI Data ACCESS 2.0 |
| Monitor the use of the WIDA ELlevation reports in instructional planning and practice of all classroom teachers to ensure that the instruction reflects the recommended successive language and content goals and provide timely feedback. | Access 2.0 scores in oral language, literacy and comprehension and the overall score. |

| | |
|--|----------------------------------|
| Subgroup Goal (ESE) | Goal Manager: Mary Toston |
| Increase the number of ESE students scoring a level 3, 4 or 5 on the Florida Standards Assessment (FSA) in Reading and Mathematics by 5%, by supporting students with disabilities in learning foundational skills they need to engage in rigorous, grade level content. | |

| Actions / Activities in Support of ESE Goal | Evidence to Measure Success |
|--|---|
| Provide differentiated, individualized or small group instruction that is aligned to grade level standards and Individualized Education Plans (IEP's). | AIMSweb Data MAP Assessments Formative Assessments Running Reading Records |
| Use evidence-based practices for students with disabilities to teach foundational literacy and math skills as a pathway to grade level work. | MAP Assessments Formative Assessments Running Reading Records |
| Embed metacognitive strategies into content based instruction to teach students critical memory and engagement processes they can use to access, retain, and generalize important content. | MAP Assessments Formative Assessments Running Reading Records AIMSweb Data |
| Collect data and monitor progress towards IEP goals and objectives on an intentional and regular schedule and make adjustments to accommodations and interventions accordingly. | AIMSweb Data MAP Assessments Running Reading Records Formative Assessments |

| | | |
|---|--|--|
| Subgroup Goal Boys/Girls Student Achievement | Goal Manager: Kim Duffy | |
| Increase the number of boys/girls scoring a level 3, 4 or 5 on the Florida Standards Assessment (FSA) in Reading by 10%. | | |
| Actions / Activities in Support of Goal | Evidence to Measure Success | |
| Teachers engage in Responsive instruction. At the beginning of lessons, student thinking is frequently connected to prior learning, Students are provided with lots of things to touch and sense during reading and writing instruction. Regular use of manipulatives. Lessons regularly reflect the range of student interests represented in the classroom. | MAP Assessments Walk through data with feedback FSA Assessments SSA Assessments | |
| Students are provided with a variety of Voice & Choice. Directions are generally simple and clear. Regular opportunities for hands-on projects and flexible groupings. Independent reading process includes choice in texts. Variety of materials that reflect students’ personal interests and talents. | MAP Assessments Walk through data with feedback FSA Assessments SSA Assessments | |

Early Warning Systems (EWS) -- Data and Goals

Note: This table should be used as a summary table of the NUMBER of students coming to your school for 2017-18 who may need additional supports / interventions. Complete and update as those data become available. Note: For elementary schools, data for incoming kindergarten students are not required for this table. Please include the NUMBER of students, not the PERCENTAGE of students.*

| Early Warning Indicator (Number of students by grade level) | Grade 1st | Grade 2nd | Grade 3rd | Grade 4th | Grade 5th | Grade <i>Select</i> | Grade <i>Select</i> | School Totals | |
|--|--------------|--------------|--------------|--------------|--------------|------------------------|------------------------|---------------|------|
| | | | | | | | | # | %* |
| Students scoring at FSA Level 1 (ELA or Math) | | | 34 | 30 | 24 | | | 88 | 16% |
| Students with excessive absences / below 90 % | 19 | 17 | 15 | 11 | 7 | | | 69 | 13% |
| Students with excessive behavior / discipline** | 2 | 1 | 2 | 1 | 1 | | | 7 | .01% |
| Students with excessive course failures** | 10 | 16 | 21 | 5 | 18 | | | 70 | 13% |
| Students exhibiting two or more Early Warning indicators | 1 | 0 | 2 | 9 | 5 | | | 35 | .06% |

*Required per Section 1001.42(18)(a)2.,F.S. ** Definitions provided by district (may be different per level). In general, excessive discipline for elementary schools is defined as two or more referrals, while excessive discipline

for middle and high schools is defined as one or more out-of-school suspensions. For excessive course failures, the general definition for elementary and middle schools is one or more F’s (or U’s) in Language Arts or Math and for high schools one or more F’s (or U’s) for any course. Please provide the data by NUMBER (not percentage). Only use percentages in the final column as percentages of the entire student body. Data are available via School Profiles dashboard under the Early Warning tab. Enter only relevant grade levels as needed per your school site.

EWS - Attendance

| Attendance Goal | |
|---|------------------------------------|
| Please ensure that your goal is written as a SMART goal. | |
| Decrease the number of students absent 10% or more from school by 5%. | |
| Actions / Activities in Support of Attendance Goal | Evidence to Measure Success |
| Child Study team will meet bi monthly to review the attendance data of students who have missed more than 10% of school. | School Profiles attendance data |
| Child Study team will problem solve to determine the most common reasons/barriers our students miss school. | School Profiles attendance data |
| Develop and implement interventions that target identified reasons/barriers to school attendance. | School Profiles attendance data |
| CST will target students that have high absenteeism in grades 1-5 with incentives, such as: lunch with a preferred adult, ice cream from the cafeteria, item from treasure box. They will track individual, classroom and school data monthly. The classroom with the best attendance would win a popcorn or popsicle party and announced on the morning announcements. | School Profiles attendance data |

EWS - Discipline

| Discipline Goal | |
|---|--|
| Please ensure that your goal is written as a SMART goal. | |
| Walsingham Elementary will reduce the amount of referrals by 10%. In the 2016-2017 school year there were 63 referrals. | |
| Actions / Activities in Support of Discipline Goal | Evidence to Measure Success |
| All teachers will implement CHAMPS, STOIC and the PAWS for Success guidelines in their classroom and non-classroom areas. | Discipline data from School Profiles Student Referrals |
| Daily parent communication will occur in all grade levels in either student agendas, Class Dojo, email or phone calls home. | Discipline Data Student Referrals |

| Discipline Goal – Other (as needed) Please ensure that your goal is written as a SMART goal. | |
|--|-----------------------------|
| Specify | |
| Place goal statement here (only if needed). | |
| Actions / Activities in Support of Goal | Evidence to Measure Success |
| | |
| | |
| | |

EWS – Academic Intervention

Describe your school’s established early intervention, dropout prevention and/or extended learning programs as required by Section 1003.53(2)(b), F.S. Please refer to the data sources you use in identifying academic intervention.

Walsingham’s Extended Learning Program (ELP) includes programs for students who are deficient in Reading, Math and Science, as well as enrichment programs in Reading, Math and Science for all students.

| |
|--|
| Early Intervention / Extended Learning Goal Please ensure that your goal is written as a SMART goal. |
| Goal: Reading Level 1 and 2 students deficient on the ELA MAP Assessments will be approaching or at proficiency on Mid and End of year MAP Assessments and FSA. |
| Goal: Math Level 1 and 2 students and students deficient on the MAP Assessments will be approaching or at proficiency on Mid and End of year MAP Assessments and FSA. |
| Goal: Science Level 1 and 2 students and students deficient on the MAP Assessments will be approaching or at proficiency on Mid and End of year MAP Assessments and SSA. |

| Actions / Activities in Support of Goal | Evidence to Measure Success |
|---|--|
| Students will be identified at the beginning of the year by administration, SBLT and teachers as substantially deficient in Reading and Math. They will attend the weekly iReady computer program for 45 minutes in both reading and math. They will also work for 30 minutes a week doing small group instruction with a tutor using the iReady program materials. | MAP Assessment Data Performance Matters iReady Reports |
| Various staff members will provide enrichment programs: Art Club, Music Club, Science Club, Coding Club, Photography Club, Kinder Club, Fit Kids Club. | Student Participation |

Section 3 – Required Items / Resources

Instructional Employees

| | | | |
|--|--|--------|--|
| | | Select | |
| | | Select | |
| | | Select | |
| | | Select | |
| | | Select | |
| | | Select | |
| | | Select | |
| | | Select | |
| | | Select | |
| | | Select | |
| | | Select | |
| | | Select | |

SAC Compliance

Is your school in compliance with Section 1001.452, F.S. regarding the make-up and duties of SAC?

| | |
|--|--|
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <i>(Describe the measures being taken to meet compliance below.)</i> |
| We will present the School Improvement Plan on August 21, 2017 to SAC and receive feedback and vote to formally approve the SIP. | |

Did your school SAC committee review, provide feedback and formally vote to approve your School Improvement Plan?

| | | |
|---|-----------------------------|------------------------------------|
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | Committee Approval Date: 8/21/2017 |
|---|-----------------------------|------------------------------------|

SBLT / MTSS Leadership Team

Is there an SBLT / MTSS school-based team established?

| | | |
|---|-----------------------------|-----------------------------|
| <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | Chairperson: Tamara Killian |
|---|-----------------------------|-----------------------------|

| |
|--|
| Please state the days / intervals that your team meets below. |
| The SBLT meets weekly on Monday's at 8:00 A.M. on the 4 th Monday of the month SBLT meets at 2:00 P.M. so teacher leaders can attend. |

Budget / 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. Attached budget if preferred.

We plan to utilize our SIP funds for:
Reading Intervention Materials
Additional books for Classroom Libraries
Book Studies for Teachers