

Flagler Schools

Lewis E. Wadsworth Elementary



2017-18 Schoolwide Improvement Plan

Lewis E. Wadsworth Elementary

4550 BELLE TERRE PKWY, Palm Coast, FL 32164

www.flaglerschools.com

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	79%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	B	A*	A

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Lewis E. Wadsworth Elementary

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Mission: A mission statement provides an overview of the group's plans to realize that vision by identifying the service areas, target audience, and values and goals of the organization

Wadsworth Elementary School staff and students are committed to having:

A Positive attitude

Understanding the differences in others

Being Ready, set, and prepared for learning

and

Being a Respectful responsible student

This motto, PURR, serves us in all aspects of our day. We believe that all members of our school community: students, staff, teachers, and parents should try their best to model and exude these attributes all day, every day.

Wadsworth Elementary School is committed to supporting our district mission:

Flagler Schools ensures educational success through high expectations and innovative thinking in a safe learning environment to empower students to reach their full potential as responsible, ethical, and productive citizens in a diverse and changing world.

District Guiding Principles:

Children First

Trust and Respect for All

Empower Others

Teamwork

Excellence, Quality, and Consistency

Commitment to Individual Needs

Get to "YES"

As a school who has identified areas of growth and development, we are working hard to develop a school vision and mission, that will identify us as a school who lives to meet and exceed the district mission and vision. We have an opportunity with new leadership and data to develop this saying.

b. Provide the school's vision statement.

Vision: A vision statement expresses an organization's optimal goal and reason for existence

District Vision:

As a courageous, innovative leader in education, Flagler Schools will be the Nation's premier learning organization where ALL students graduate as socially responsible citizens with the skills necessary to reach their maximum potential.

As a school who has identified areas of growth and development, we are working hard to develop a school vision and mission, that will identify us as a school who lives to meet and exceed the district mission and vision.

We have an opportunity with new leadership and data to develop this saying.

This school year, WES is using the slogan, "What's Your Number?" This is an ongoing, year long project, where teachers, staff, and students pay attention to numerical data that assists them in reaching a goal. When we ask a teacher or class to tell us what their number is, they can relate back to a goal they are trying to meet, therefore making better educational decisions throughout the year, and monitoring data effectively.

2. School Environment

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

At the beginning of the school year, teachers call families and welcome them to their class. During this time, teachers talk with the parents about their expectations for students and what they would like for the parent and student to do to help them meet these goals.

Each teacher stands outside their door to greet students daily from 8:40-8:55am. Students spend time each day talking with the teacher (a suggested minimum of two minutes), where the teacher asks questions to help him/her get to know the child and build a more stable relationship. The goal of these conversations is to build rapport with the students, which in turn may decrease the number of behavioral incidences.

Most teachers send home surveys with their students, so they can learn more about the family. Some items they inquire about are cultural celebrations, preferences, and any other information the family would like to share with the school, so we can be sure to always include any diversity in our instruction, closing any gaps students and families may feel exist.

Through our MTSS process, we look holistically at each child and work to focus on their strengths and build upon their weaknesses. We get to know the students in order to provide interventions and support to meet the individual child's needs. We use diagnostic information from iReady, previous assessment and class grades/scores, and teacher notes.

Through our MTSS team meetings, we will discuss our students and the trends in our school, as a grade level after each growth monitoring.

We have numerous opportunities for parents to get involved in our school including, but not limited to: parent conferences, parent nights, movie nights, academic nights, award ceremonies, talent shows, and other events that encourage family involvement (SAC, PTO, TOAC.)

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

Developing a culture known as the "Wadsworth Way" which recognizes the worth of the individual and fosters mutual respect for all, is a priority. It is an expectation of all employees and students of Wadsworth Elementary School to "treat others as you would like to be treated." We spend our day being friendly, courteous, kind, accommodating, polite, considerate, professional, enthusiastic, eager to celebrate another's accomplishments, empowering, patient, and determined. We create an environment where students feel safe and respected through Positive Behavior Support to help manage student behaviors and keep students safe.

Before school starts each day, various staff members are posted around campus in supervisory stations. The adult supervisors assure school procedures are being followed, and all of the students are safe. These adult supervisors greet students, by name, and ask students how their day is going. The students may then proceed to the cafeteria for free breakfast. During breakfast, additional supervisors talk to students about citizenship, and asks for feedback from the students on various topics, hearing and gathering their input. This starts the day off on a positive note.

Also, Wadsworth has a morning Homework Help program for the students to attend if they need assistance with the most challenging components of their homework/schoolwork. This program is

consistently run by two faculty members who build relationships with these students who may need some additional assistance.

Something new to WES is doing announcements from a classroom each morning. The principal, Ms. Crawford, or a designee will read announcements from a classroom, where those students are showcased. We learn about what the class will be learning that day, they state the pledge, and the PURR attributes. We also read aloud each student and staff birthday each day, and on Fridays or holidays, we are sure to include weekends or break birthdays.

During the school day, Wadsworth's faculty and staff all follow the Wadsworth Expectations set in place by administration and the Culture and Climate Committee of staff members. By having the faculty follow the same protocol, it eliminates the students feeling like the teacher is "picking on them."

Wadsworth offers high-risk students a mentoring program, so that they have an adult to make them feel accepted and cared for. Other groups we meet with, to make our students feel safe and respected, are: bullying, social skills, and anxiety groups, which are run by the school psychologist and school counselor. As a school, we encourage students to report any incidence of bullying, and these reports are all seriously and intensely investigated.

Something WES does to help our older students (grade 6) feel more in charge of their educational experience, is offering them choices for their special area classes. This helps our 6th grade students feel more respected and assist them in making educational decisions for themselves.

Having adults on campus (faculty, staff, and volunteers) who follow the district guiding principles, mission, vision, and school's goals, assist students in participating in an environment that is welcoming, warm, safe, and students feel comfortable taking educational risks. It is through this guidance from the district to the school that help us to achieve lofty goals and give the best educational experience to all students.

During the year, we invite families to also be a part of this development in consistent, daily routines, so WES feels like a second home to all: student and family.

After school, we respect individual differences through providing a variety of programs and clubs. The fifth and sixth graders have access to H.A.C. (Homework Assistance Club) Monday through Thursday which is run by the grade academic coach and teachers. We offer many clubs such as Minecraft, Girls Coding Club, Girls on the Run, Chorus, Art, Guys Read, and many more. We also have 21st Century and Extended Day programs.

c. Describe the schoolwide 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.

The Code of Student Conduct was developed by Flagler Schools. This publication describes the procedures for parents, students and the school, to work cooperatively to foster positive interpersonal relationships and maintain a school environment free of disruptions that interfere with the teaching and learning activities.

Our goal is to teach/redirect children, not punish them. It is the responsibility of the school to provide a safe environment with a friendly, cooperative atmosphere conducive to learning. To accomplish this, students must learn and follow the school rules and regulations (School Wide Expectations.) Most misbehavior occurs because the child does not know or has difficulty choosing the correct

action. School personnel are charged with the responsibility to teach students the proper way to behave in a school setting (both school and classroom expectations/rules.) Each teacher must have a well-developed classroom management system (including the "Please/Need" strategy) to include rewards and consequences (PBS.) This system must be clearly communicated to students and parents, and be consistently used with all students throughout the school year. Teachers will solve discipline problems within the classroom using the steps developed. Referrals to the office will be handled in a firm and fair manner. Administrators are charged with the responsibility of making decisions regarding discipline in the best interest of the student and the student body. They use professional judgment to determine the severity of each incident and acts accordingly using a matrix. Students who fail to comply with the assigned consequence or misbehave while in the alternative classroom may result in additional consequences. Consequences for misbehaviors may include in-school detention, after-school detention or suspension.

At the beginning of the new school year, and again in January, we hold a "Wadsworth Way" assembly for all grade levels. During these assemblies the school expectations and behavior systems are discussed.

Wadsworth Elementary School Expectations –

W elcome

E very

S tudent by having

*P ositive Attitude

*U nderstand Differences in Others

*R eady, Set, Prepared

*R espectful and Responsible Students

Wadsworth Guidelines for Infractions:

Minor Classroom Infractions include: Dress Code Violations, Rude/Discourteous, Inappropriate Physical Conduct, Running, Gum/Candy, Tardy, Inappropriate Location, Lying/Cheating, Disruption, Sleeping/Head Down

Major Classroom Infractions include: Property Misuse/Minor Damage, Forgery/Minor Theft, Harassment/ Bullying, Defiance/ Insubordination, Abusive Language/Profanity, Inappropriate Physical Contact

Direct "to Office" Infractions include: Weapons, Combustibles, Arson, Bomb Threat, Tobacco, Fighting/Physical Aggression, Property Damage/Vandalism, Gang Affiliation, Major Theft

Classroom Management procedures include:

- "Please/Need" strategy: asking students to comply using Please the first time, and Need the second time. All teachers should use the strategy in their classroom and only be taking away no more than 5 minutes of recess or free time as a consequence.
- Set a good example.
- Establish procedures for the class.
- Establish clear expectations and consequences so students know what to expect.
- Be consistent with your disciplinary plan.
- Be fair! Students will accept discipline actions. However, they will rebel against injustice immediately.
- Maintain good lines of communication between the school and the home.
- Never give an order you can't enforce or that you don't intend to enforce.
- Be friendly and show an interest in them as a person.
- Be positive, constructive, firm and assertive in all of your dealings with students.
- Avoid power struggles.

- Use clear instructional language so students understand the work and the procedures for accomplishing it.
- Establish an accountability system by monitoring work in progress, establishing routines for turning in work, and providing regular feedback to students.
- Realize that each student has basic needs that must be met, including food, rest, love, self-respect, and freedom from fear.
- Avoid placing students in frustrating academic situations that will cause them to “act out.” This should not be interpreted as not being able to challenge your students.
- Recognize that the manner in which a teacher addresses a student often affects the way the student responds.
- Monitor the behavior of the rest of the class while working with small groups.
- Use unobtrusive signals to inform students they are misbehaving.
- Know which distractions to ignore and which to act on, since constant attention to minor disturbances make it more difficult to correct major ones.
- Use discipline methods appropriate to students' maturity.
- Refer discipline problems to the administration in accordance with established procedures.
- Provide equal educational opportunity by meeting each student's social, emotional, and academic needs.
- Use motivational techniques to encourage children to work hard and behave.
- Use disciplinary procedures conducive to improving behavior.
- Have high expectations for your students.
- Foster mutual esteem among students.
- Listen to all sides of a student dispute before assessing blame.
- Make sure children understand the reasons why they are corrected.
- Never say anything to a student (in front of the class or individually) that you wouldn't say to the child's parent.

Classroom Tracking Slips:

When a student commits a minor disciplinary infraction, the teacher documents the incident on a behavior tracking form. Each tracking form will note the date, time, type of incident and intervention used to correct the behavior. Parent notification is required anytime a behavior is noted on a tracking form. When a student receives four behavior notices in a 30 day period, the tracking form, along with a disciplinary referral, is sent to the office for administrative intervention. Each teacher must keep their own tracking forms on students and may not combine them with another teacher's. For major infractions, a referral should be written immediately.

Consequences: The administration uses professional judgment to determine the severity of each incident and follows guidelines set forth by representatives from the School Discipline and Positive Behavior Support Team. They may choose the following alternatives, but is not limited in choice to:

1. Lunch detention
2. Loss of recess up to 5 minutes
3. Denial of privileges: movies, assemblies, field studies, etc.
4. Work details (with parent permission)
5. An alternative classroom may be assigned
6. In school detention
7. After school detention
8. Saturday School
9. Out of school suspension
10. Expulsion
11. Any combination of the above

Teachers may not deny student's' field study participation unless they have prior administrative approval. Withholding students from activities requires parent notification.

Responsibility Room

When a student earns a referral, time spent in the Responsibility Room may be given as a consequence. The Responsibility Room is a program designed to help students improve their behavior. If a student from class should be assigned by administration to the Responsibility Room, they should go to R.R. with work to be completed. Teachers write these assignments on the Student work to be Completed form which can be found on the WES teacher share drive. While in R.R., they will be counseled by administration in regards to the offense and develop a plan for using appropriate behaviors.

d. 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.

1 School Psychologist- The school has a school psychologist housed on campus. This staff member is important to students, but also to teachers and other faculty in regards to training, assisting with student needs, and problem solving with support teams.

1 School Counselor- Short term/Crisis counseling is available to all students based on teacher or parent referral. Counseling lessons are also available at teacher's request. The counselor prepares a plan for the school based on school expectations and needs annually.

Anxiety, grief, social skills, relational aggression, and problem solving groups are provided to students who show a need for the services.

1 Behavior Interventionist- A full time behavior interventionist and support to staff with behavior MTSS, Behavior PMP's, classroom fidelity of PBS and classroom management plan.

1 Behavior Specialist- A full time behavior specialist will work with ESE cluster, and other students as needed, to assist in behavior tracking and interventions/supports needed for the student to be academically successful.

1 MTSS Coordinator- A full time teacher will take on the role of MTSS coordinator, overseeing the MTSS process, checking fidelity, and working with teachers to maximize their interventions and help students succeed.

All tier 2 and higher behavior students are assigned a mentor, as well as non-tiered students, through our county office at parent request or if staff sees need.

Through our mentor program, teachers meet with identified children on a weekly basis to build trust with the student, so that teachers can help with conflict resolution, counseling, and providing behavior strategies as needed. Mentors are encouraged to make contact by: positive notes to student, certificate of improvement, having lunch with the student, special snack during lunch visit, helping in the classroom, create a hallway bulletin board, positive phone call/letter home, positive note to Homeroom teacher about behavior outside classroom, getting to know you games (20 questions), playing learning games, walk campus, read together, homework help, happy visits to guidance or admin office.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Through MTSS meetings, with the MTSS school wide team, we will review the EWS on a bi-monthly basis for students exhibiting movement on the number of indicators for any of the criteria for early warning indicators. These reports are pulled in Performance Matters. Once these students are identified, interventions can be put in place and monitored on a needed basis in class and through the monthly MTSS team meetings.

The leadership team will also review the increases in EWS indicators monthly.

b. Provide the following data related to the school's early warning system

1. 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	40	57	53	60	46	48	58	0	0	0	0	0	0	362
One or more suspensions	0	6	4	8	6	19	16	0	0	0	0	0	0	59
Course failure in ELA or Math	0	0	0	4	26	50	38	0	0	0	0	0	0	118
Level 1 on statewide assessment	0	0	0	0	6	27	26	0	0	0	0	0	0	59
Mobility Rate (More than one school)	10	13	11	18	25	25	18	0	0	0	0	0	0	120
Two or more indicators	40	63	56	67	63	48	94	0	0	0	0	0	0	431

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	40	63	56	67	63	48	94	0	0	0	0	0	0	431

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system.

Our school meets monthly to discuss students who are struggling either academically or behaviorally in MTSS.

In our MTSS process, we identify students and create individualized plans to help their success. These plans and their ongoing data are monitored and discussed with a team on a monthly basis. The leadership team will then review numbers and add supports as needed.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/453734>.

2. Description

A PIP has been uploaded for this school or district - see the link above.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement.

Wadsworth Elementary School works closely with the Community and Family Engagement Department of the district and the Flagler County Education Association to form partnerships with local businesses and volunteer agencies. Through this partnership we are able to secure funds, volunteers, and guest speakers to enrich the learning of our students. This year we have already established partnerships with Lowes, Papa Johns, Sonny's, McDonald's, Daytona State College, Bethune Cookman College, Bob Evans, Dominick's Deli, and more. We will continue to work throughout the year to continue to seek out positive business and community relationships and deepen the relationship with those we already partner with.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Crawford, Anna	Principal
Cashman, Cindy	Other
McCarthy, Lori	School Counselor
Poland, Lesley	Instructional Coach
Terry, Fred	Assistant Principal
Minn, Kara	Assistant Principal
Lagocki, Fran	Instructional Coach
Hannant, Angela	Other

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making.

The Wadsworth Leadership Team is focused on all areas of the school, and has an active role in developing and implementing the school improvement plan. The Leadership team works closely with teachers to identify the needs of students and teachers, and addresses these needs by providing support as necessary. The Leadership Team meets weekly to discuss the goals of the school, the plans for meeting these goals, monitoring of the goals, as well as concerns within our school. Each team member represents part of our staff and then shares information with them. The leadership team works together to plan, implement, and monitor policies and procedures that will help Wadsworth reach our goal.

- Principal Crawford- Leader of the institution and team, Leadership Development
- Assistant Principals- Terry- Community Engagement; Character Development and Citizenship
- Assistant Principal Minn- Teaching and Learning; Growth and Achievement
- TSC's- Lagocki- Teaching and Learning; New Teacher Mentors; Professional Development
- School Counselor- McCarthy- School counseling and social and emotional health
- Administrative Assistance- Cashman- oversee daily operations and procedures
- Staffing Specialist- Hannant- ESE operations and liaison and Title 1 Parent Involvement Coordinator
- MTSS Coordinator- Poland- Facilitator of the MTSS/Rtl process, procedures, and contact

Through weekly tactical meetings, we discuss all operations and facilitation of practices of the school. We then conduct monthly leader meetings with a grade level representative from each grade, special

area, ESE cluster program and department, so communication is clear and disseminated appropriately.

2. 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.

The Leadership Team is focused on all areas of the school, and has an active role in developing and implementing the school improvement plan. The Leadership team works closely with the teachers to identify the needs, of students and teachers, and addresses these needs by providing support as necessary.

Our MTSS Team meets with teachers monthly to review data and monitor student progress/ behaviors. During this time we discuss interventions in place for each student and groups of students and if they are effective. In the event that the interventions are not effective, the team then comes up with a new plan based on data and diagnostic information, meet with parents and conduct appropriate changes if necessary. As part of the MTSS team we routinely look at the goals set for the school for the year and make sure that we are on track to exceed them. In order to exceed our goals we look at our core instruction, confer with our grade level intervention specialists, and review our small group instruction that takes place during III (Intensive Intervention Instruction) or PRIDE time.

We monitor data in order to evaluate the effectiveness of instruction and resources towards meeting the expectations of the Florida Standards. We also provide professional development focusing on instructional and behavioral strategies that raise student achievement as evidenced by strategic planning with district office, exploration of schoolwide data and teacher needs.

The Title I coordinator meets with all of the schools that will be served under Title I, Part A, and discuss the results of their Comprehensive Needs School Assessment. Title I professional development will be supplemental to district offerings and specific to the needs of the Title I schools. Title I teachers are included in any district offerings under Titles II A, II B, III, and IV for professional development activities.

Parent Involvement activities are developed in collaboration with Title III requirements and IDEA requirements, so that Title I, ELL and ESE parents have more opportunities for workshops and collaborative involvement. A minimum of five parent involvement activities were held by Title I. Parent trainings will provide math and reading make and take workshops, such as Primary and Intermediate Literacy and Math Night. Title I and Title II A will allow for the training to support these programs. Parents are asked to give input into the Title I program at any of the parent meetings, as well as through a survey.

Youth at-risk and/or economically disadvantaged in an elementary school served by Title I would have services available to them through the Title I funding. The District Curriculum Specialists also work with individual schools on data disaggregation, prescriptive and programmatic planning, and fidelity of implementation of the K-12 strategic plan.

Examples of Important Events and Responsibilities:

Open House/Meet the Teacher:
August 9th, 1-3pm ALL
August 16th- Grades K-6, 5:30-6:30pm

MTSS- Data Exploration meetings once every 4 weeks, or as needed (Poland)
 MTSS- Academic/Behavior meetings once every 4 weeks or as needed (Poland)

Primary Math and Literacy Night- October (Poland)
 Intermediate Math and Literacy Night- October (Lagocki)

Strategic Plan- District and School Collaborative Implementation- Crawford, Minn, Castinheria, Alves, Moore, Dyer (ongoing)

PRIDE Nights- Minn- one per semester

Awards Ceremonies- Quarterly

SAC/T1AC/PTO- Crawford, Minn, Quinci

Dr. Suess Night- March (Poland and Lagocki)

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Mr. Mack	Parent
Melinda Rivera- Vice Chair	Parent
Emilia Spencer- Secretary	Parent
Harry Cooke- Voting Member	Parent
Debbie Blackburn- Voting Member	Parent
Rebecca Selph- Voting Member	Parent
Amanda Papas- Voting Member	Parent
Jessica Decruz- Voting Member	Parent
Melanie Meeger- Voting Member	Parent
Eileen Cortez- Voting Member	Parent
Mary Florez- Voting Member	Parent
Lora Lee Craton- Voting Member	Teacher
Angela Coates- Voting Member	Education Support Employee
Chelsea Asay- Voting Member	Teacher
Kara Minn- Voting Member	Education Support Employee
Fred Terry- Voting Member	Education Support Employee

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

We reviewed the school improvement plan and highlighted the activities, process, and resources that we used to meet goal(s). At the beginning of the year at our SAC meeting for the 2017-2018 school year, we will review what we have of our school data, discuss our progress towards meeting our goal, discuss how we were successful and what needs to continue, and finally evaluate items that were not successful and pose suggestions for this year. Teachers, students, parents, and community members all have opportunities to review our school data, set goals, and plans for meeting these goals.

b. Development of this school improvement plan

Our school improvement committee met at the beginning of the 2017-2018 school year to make recommendations on our new school improvement plan. We will present a draft of our school improvement plan at a planned SAC meeting, after conferring with SAC Chair. This will allow everyone to share in a collaborative process and make adjustments to our school improvement plan for the school year and give input.

c. Preparation of the school's annual budget and plan

The school's annual budget and plan is created through a partnership with the school and district finance department. Our school improvement goal is taken into consideration in deciding the instructional personnel needed, the additional resources needed, and the professional learning required.

We work hard to ensure that each dollar spent is impacting student achievement in a positive way, towards meeting our school's goal(s). Aspects of the budget are shared at SAC meetings in order to ensure accountability of funds spent, as well as to have input on how funds are spent in relationship to their effectiveness towards raising student achievement.

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

The school improvement funds for Wadsworth Elementary have yet to be determined.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Lagocki, Fran	Instructional Coach
Palot, Marilee	Instructional Media
Poland, Lesley	Instructional Coach
Minn, Kara	Assistant Principal
Craton, Lora Lee	Teacher, K-12
Goodin, Joanne	Teacher, ESE
Eakins, Amanda	Teacher, K-12
White, Lauren	Teacher, ESE
Hannant, Angela	Teacher, ESE
Hald, Julie	Teacher, ESE

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT's major initiative this school year will be to further analyze data to determine individualized needs of students and meet those needs through differentiated instruction. Grade level meetings allow teachers time to discuss individual students, while offering teachers support in making informed data driven decisions. The support given for the decision making process is in the form of the Assistant Principal, TSC, MTSS Coach, Grade Level Lead and Classroom Teachers. The experience and knowledge of each LLT member is respected and required to implement an effective literacy program for all students.

The LLT will continue to deepen their knowledge and put into practice the Florida ELA Standards, and provide instructional support with implementation, and meeting the rigorous demands of the Florida Standards Assessment with specific attention to the ELA Instructional Shifts.

We will continue to educate parents about student requirements. The LLT will also promote literacy through providing parent workshops. For all parents and families, we will conduct a Literacy Night workshop to teach parents how to help their children through each of the stages of literacy. Through breakout sessions, the parents will be given targeted, grade level specific activities to use with their children.

At Wadsworth, independent reading is promoted through the Reading Counts classroom competition. Individuals who meet a grade level specific quarterly goal earn a reward, and the classroom that has the most points for the quarter with a minimum of 70% participation will receive a classroom reward.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Teachers begin the year by coming in for two days to participate in professional learning. The days were spent focused on instructional data review. Teams in all grades looked at strengths and weaknesses of their practice from the year prior, and target instructional practices they may need to shift. All teams were trained on the iReady progress monitoring program. All teams were also trained on Eureka Math curriculum and resources to instruct with fidelity. Lastly, time was spent learning Performance Matters and the EWS tools.

At Wadsworth each of our grade levels have common planning on a daily basis. Teachers collaborate with their teams or partner teachers on a weekly/daily basis. We have left each Friday meeting free to ensure time for teams to meet.

Throughout the year, our school has different opportunities for teachers to build relationships including luncheons, parties after school and activities (picnics, sports events, etc.)

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

Our school utilizes mentor teachers in order to help prepare our new teachers. We offer competitive salaries, continued coaching and professional learning, and a supportive atmosphere to encourage individuals to work for our school. Postings are up for a minimum of five days in order to give applicants time to apply and we complete a minimum of two reference checks on each applicant to be hired. We work very closely with the colleges to have interns placed at our school and then hire from there when we can. This year, we are partnering with Daytona State College as a main placement site where interns are engaged in more than just observing a teacher. They will be a part of meetings, trainings, workshops, PL days, assist in activities around campus, work with the assessment team, etc. We will also have an opportunity to participate in DSC trainings and events to assist our faculty in development of their practice.

A new teacher development program will be developed by TSC, so we can ensure all new hires are receiving the appropriate and consistent information needed to be successful. New hires also attend a district led monthly new teacher meeting/training.

We work closely with our district human resources department to ensure certifications for all teachers, new and veteran are followed up on when needed, and no one has any certification issues, as well as keep up on endorsements teachers may need or be interested in.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities.

Mentors are assigned to guide early career teachers, defined as those who are new or have less than two years of experience, and those who may have more years of experience, but are new to Flagler. The goals of the program are to increase the retention rate of early career teachers, to increase the efficacy of early career teachers as demonstrated in student achievement, and to increase the "happiness factor" of these teachers. Our teachers who are new to the educational field receive a mentor for 180 days. Our teachers who are new to our school district receive a mentor for up to 90 days, as needed.

Objectives of the Mentoring Program:

- Increase the retention rate of teachers by 10% over the year before.
- Maintain a core group of at least three trained mentors at each school.
- Increase the achievement level of students in the classes of early career teachers by 10% as demonstrated by standardized test data.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Wadsworth ensures that core instructional programs are aligned to Florida's standards by teaching standards, not just resources. We do use state adopted curriculum resources, aligned to state standards, as well as teacher found or created resources that align to state standards or items from CPALMS. All embedded intervention materials should be research based, including strategies used. The Reading program for all grade levels is McGraw-Hill Connect Ed Wonders. Kindergarten through sixth grade students use the Eureka Math program (new this school year), Algebra Nation, Math Nation, and more. For Science, the program being utilized across all grade levels is Discovery Education with content expert resource collection. To ensure materials are aligned to Florida's standards, teachers unwrap the Florida Standards and align their goals, lessons, materials, and assessments to ensure all components of every standard are taught and assessed.

b. Instructional Strategies

1. Describe how the 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.

Data is used to modify instruction in a variety of ways, as core, or Tier 1 instruction should be accessible to all students through scaffolded lessons with differentiation.

We will use the 2017 data, iReady data, and classroom data to place students into PRIDE (building Positive Relationships through Interventions, Differentiated instruction, and Enrichment) groups for Tier 2 instruction. Students whose data does not demonstrate growth, or a positive trend line, receive all of the supports above, and Tier 3 supports outside of PRIDE and the reading/math block.

Students who scored a level one or two in reading data, are placed in intervention groups based on skill deficits as indicated on this progress monitoring system. These students receive different levels of services based on need, and their progress is monitored through MTSS and Data Team meetings.

Students who are already in Exceptional Student Education program receive the following services based on their levels of proficiency on standardized tests.

Support Level 1: Student receives support from the support facilitator per their IEP

Support Level 2: Student receives support level 1 and support from a paraprofessional 2 days a week for 20 minutes per IEP

Support Level 3: Student receives support levels 1 and 2 and limited participation in the intensive academic block per IEP

Support Level 4: Student receives support level 1 and also is provided support in the target areas through an intensive academic block

Students who are not in a Tiered service are placed in enrichment groups where available. The content in the enrichment groups are STEAM based, and rotate quarterly.

During MTSS and Data Team meetings students' progress is monitored through the use of instructional data. Students' interventions and enrichment programs are adjusted based on scores from multiple assessments and assignments. Teachers create skill based small group instruction for interventions from the reports derived from the diagnostic components.

2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 7,800

We believe that after school activities provide a variety of learning opportunities for students outside of the classroom. Chorus, Technology Club, Art Club, Gardening Club, Girls on the Run, Community Problem Solvers, Minecraft Club, Creative Writing Club, and Good News Club are currently offered to Wadsworth Students.

Strategy Rationale

By providing after school activities our school helps to provide enrichment activities for our students that will help them with a well rounded education, as well as to provide experiences that will help students to excel to their highest potential. These after school programs also help to build a sense of community, as well as recognizing the successes of individual students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Terry, Fred, terryf@flaglerschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

All of our clubs will work on various projects which we can use to monitor the effectiveness of the program. Our Community Problem Solvers will compete in local, state and national competition against other schools.

Strategy: After School Program

Minutes added to school year: 7,800

21st Century Program and Extended Day Program

Strategy Rationale

These programs both have enrichment and homework assistance opportunities for those families who are in need of academic support and/or need of childcare after school. Both programs have certified teachers who assist with student academic help and needs.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Terry, Fred, terryf@flaglerschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Analysis of the program and assessment scores as evidenced by the 21st Century program and Extended Day research.

Strategy: After School Program

Minutes added to school year: 3,120

Tutoring Programs and Homework Assistance

Strategy Rationale

Due to many of our students coming from economically disadvantaged families, many of the students do not receive the academic support they need at home. Through our after school programs for tutoring and homework help, we are able to provide small group direct instruction that helps to raise student achievement and close educational gaps.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Craton, Lora Lee, cratonl@flaglerschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data will be monitored through assessments, classroom grades, and standardized assessment scores.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Kindergarten registration: We invite parents and preschool students to come and tour the school, talk with a bus drivers and ride a school bus, visit our cafeteria, and speak with teachers and administration. We also provide materials that parents can take home. This allows parents an opportunity to work with their child over the summer on skills necessary to become successful students.

Onsite VPK: This will allow us to start working with students at the age of four, as well as to provide vertical planning and collaboration times between the pre-k and kindergarten teachers. Further, by being in the school a year prior to kindergarten, the students are learning the rules and procedures for school to help make the transition seamless. The expectations for the VPK program are high and work to target the skills that students will need to be able to meet the Florida expectations in kindergarten.

Kindergarten placement program: Students came in staggered start and were immediately tested on letters, numbers, counting, and sounds. We were able to have concrete data that our teachers can use to prepare for the MTSS process about 6 weeks sooner than in years past. We invite families in over the summer to also assess and build an advanced class based on assessment data.

We have a middle school that connects to our elementary school. The majority of our students go to this school so at the end of the year, students go over and visit. Teachers and Administrators collaborate throughout the year helping to make the transition seamless for these students.

b. College and Career Readiness

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

C2G- Commitment to Graduate: Each class shall be recognized as the "Class of..." Each class has a banner that follows them, hanging in the hallway. This is a visual reminder that we are committed to their success and graduation from high school, even in Kindergarten. We encourage parents and families to have conversations with their students surrounding graduation. Each awards assembly we revisit the Commitment and remind students of their bright future.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.

This school year, we are adding certification courses through wheel for 5th and 6th graders. They will take a certification exam at the end of their time in a technology course. This should help with acceleration and building skill sets that set WES students apart!

3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.

STEAM Flagship program allows our students to be exposed to science, technology, engineering, arts, and mathematics in ways that are authentic and exploratory. Students showcase their learning at PRIDE nights, each dedicated to one or some of those specified area.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Wadsworth Elementary School will focuses on high quality, rigorous instruction, research-based strategies, and high quality assignments, then student achievement will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If Wadsworth Elementary School will focuses on high quality, rigorous instruction, research-based strategies, and high quality assignments, then student achievement will increase. **1a**

G099159

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement - Grade 3	68.0
FSA ELA Achievement - Grade 4	56.0
FSA ELA Achievement - Grade 5	51.0
FSA ELA Achievement	68.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	49.0
Math Lowest 25% Gains	46.0
FSA Mathematics Achievement	67.0
Math Gains	70.0
Statewide Science Assessment Achievement	51.0
Discipline incidents	618.0

Targeted Barriers to Achieving the Goal **3**

- Historically low subgroup performance: Evidence: 17.1% ESE/5.2% Section 504; 7.6% English Language Learners; FSA achievement percentiles of black and hispanic students
- Early Warning Indicators (majority of students have 2 or more indicators)- Mobility rate - Higher than other schools in our district-
- Year one implementation of Eureka Math curriculum resource
- School grade fell from B to C last year- overcoming stigma and obstacles

Resources Available to Help Reduce or Eliminate the Barriers **2**

- New Eureka Math curriculum resource- Zearn, Embarc Online, Khan Academy, Engage NY, Achieve the Core sites
- Curriculum Department Support in ELA and ESE- LaShakia Moore
- Curriculum Department Support in Science- Heidi Alves
- Curriculum Department Support in mathematics- Nicole Castanheira
- One-on-one technology iPads for 3rd-6th graders; carts and permanent laptops in classes for KG-2nd grade
- MTSS Coordinator- Lesley Poland
- Teacher Support Colleague- Fran Lagocki
- Teacher on Assignment- Bob Nocella
- Staffing Specialist- Angela Hannant
- ESE Support Facilitation Teachers (Goodin, Hald, White, Eakins, Craton)
- Schoology and online resources for teacher use
- Parent Lending Library with Diane Howes

- 21st Century afterschool program and Extended Day Homework Help.
- Homework help longer in the mornings.
- Flagler Volunteer Services Reading Pals, CMPS with BTMS, FPCHS teacher aides, para support, Daytona State College Interns to all work with struggling learners

Plan to Monitor Progress Toward G1. 8

Person Responsible

Schedule

Evidence of Completion

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. If Wadsworth Elementary School will focuses on high quality, rigorous instruction, research-based strategies, and high quality assignments, then student achievement will increase. 1

G099159

G1.B1 Historically low subgroup performance: Evidence: 17.1% ESE/5.2% Section 504; 7.6% English Language Learners; FSA achievement percentiles of black and hispanic students 2

B266947

G1.B1.S1 With higher numbers in these specified areas, our students must overcome some struggles and challenges to be ready for learning at rigorous levels. The barrier encompasses finding the appropriate accommodations, interventions, staff, and time to close gaps and support students. 4

S282867

Strategy Rationale

Having specific supports in place for students who may have additional challenges is vitally important to student performance. Cluster program increases numbers of discipline incidents schoolwide. Closing the achievement gap for specified subgroups and lowest quartile students is a targeted area.

Action Step 1 5

Monitoring of schoolwide data in specific demographic areas and student growth

Person Responsible

Fred Terry

Schedule

Quarterly, from 8/1/2017 to 6/8/2018

Evidence of Completion

Tactical meeting minutes, SAC monthly presentation of data, grade level data meetings by quarter, and monthly MTSS meeting. Data spreadsheets by grade will evidence growth. iReady will also evidence growth.

Action Step 2 5

Record reasons for mobility and review.

Person Responsible

Kara Minn

Schedule

Annually, from 9/4/2017 to 6/15/2018

Evidence of Completion

Per registrar, a spreadsheet will track student mobility and reasons why. Any reasons to do with Flagler Schools or WES will be discussed by leadership team. Evidenced in monthly support staff meeting notes.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Leadership meeting to review all data of barrier quarterly in a conversation with numerical data.

Person Responsible

Fred Terry

Schedule

Quarterly, from 10/16/2017 to 6/15/2018

Evidence of Completion

Grade level data spreadsheets: reviewed with grade, individual teacher room, and tactical leadership team. Reports at tactical meeting with Leadership Team. Review of iReady data evidenced in MTSS meetings, tactical notes, and after each diagnostic. MTSS Team review of students and progress, along with District support as evidenced in MTSS notes.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Use grade level data spreadsheets to monitor growth among the subgroups.

Person Responsible

Kara Minn

Schedule

Monthly, from 8/1/2017 to 5/31/2018

Evidence of Completion

Review reports at tactical meeting with Leadership Team. Review spreadsheet of quarterly data by grade level and Leadership Team. Review spreadsheet of classroom assessment data by grade level. Review reports of iReady data quarterly. MTSS Team review of students and progress.

G1.B2 Early Warning Indicators (majority of students have 2 or more indicators)- Mobility rate - Higher than other schools in our district- 2

 B266948

G1.B2.S1 Using Early Warning Indicator system, we will be able to target students who need assistance and support to be successful students. 4

 S282868

Strategy Rationale

These indicators are proven to be leading factors determining a child's predictability for high school graduation.

Action Step 1 5

Review of the EWS numbers and names, as to which indicators can be decreased.

Person Responsible

Kara Minn

Schedule

On 6/15/2018

Evidence of Completion

6th grade conference notes for plans, spreadsheet of all EWS students and their corresponding areas. Tactical notes reviewing plans for all student indicators.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Minimum quarterly review of EWS data to update list of students.

Person Responsible

Kara Minn

Schedule

Quarterly, from 9/12/2017 to 6/15/2018

Evidence of Completion

Ongoing list- updated spreadsheet.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Review student academic performance for changes (assessments, classwork, quizzes, behavior, etc.)

Person Responsible

Kara Minn

Schedule

Quarterly, from 9/12/2017 to 6/15/2018

Evidence of Completion

EWS reports; MTSS notes; Leadership Team notes; Conference Notes.

G1.B3 Year one implementation of Eureka Math curriculum resource **2**

 B266949

G1.B3.S1 Teachers will need additional training on new resource due to lack of knowledge for implementation. **4**

 S282869

Strategy Rationale

Need more alignment with state standards and assessment expectations.

Action Step 1 **5**

PL and coaching on Eureka resources

Person Responsible

Fran Lagocki

Schedule

Annually, from 8/4/2017 to 5/25/2018

Evidence of Completion

Used materials, printing, coaching logs, mentor logs, math portfolios and grades of students.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6**

A survey of implementation and how they feel it is going and what they need.

Person Responsible

Fran Lagocki

Schedule

Semiannually, from 8/10/2017 to 5/30/2018

Evidence of Completion

Survey results and email

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Teacher meeting- anecdotal conversations to better support implementation, along with assessment evidence.

Person Responsible

Fran Lagocki

Schedule

Semiannually, from 8/10/2017 to 5/30/2018

Evidence of Completion

Coaching log

G1.B4 School grade fell from B to C last year- overcoming stigma and obstacles 2

 B266950

G1.B4.S1 Low morale amongst some staff, parents, and students due to decrease in school grade. Poor perception with drop of letter grade, and a need to rebuild trust within our community and with all stakeholder. 4

 S282870

Strategy Rationale

With an increased positive reflection, positivity breeds positive growth.

Action Step 1 5

Building a new sense of community with new leadership and goals: Rebranding opportunities.

Person Responsible

Anna Crawford

Schedule

Daily, from 8/1/2017 to 6/15/2018

Evidence of Completion

Meeting notes, increase in school score, better staff attendance, better student attendance, reduction in behavior occurrences, overall positive climate, positive parent feedback. Notes of work with PL lead by Dr. Ohlson.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Announcements from classrooms, positive emails, positive teacher and student feedback, celebrations at faculty meetings, "What's your number" discussions and celebrations.

Person Responsible

Anna Crawford

Schedule

Daily, from 8/1/2017 to 6/15/2018

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Leadership team review weekly for implementation and culture/climate talks.

Person Responsible

Anna Crawford

Schedule

Weekly, from 9/12/2017 to 6/1/2018

Evidence of Completion

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M414841	[no content entered]		No Start Date		No End Date one-time
G1.B3.S1.A1 A381667	PL and coaching on Eureka resources	Lagocki, Fran	8/4/2017	Used materials, printing, coaching logs, mentor logs, math portfolios and grades of students.	5/25/2018 annually
G1.B3.S1.MA1 M414837	Teacher meeting- anecdotal conversations to better support implementation, along with assessment..	Lagocki, Fran	8/10/2017	Coaching log	5/30/2018 semiannually
G1.B3.S1.MA1 M414838	A survey of implementation and how they feel it is going and what they need.	Lagocki, Fran	8/10/2017	Survey results and email	5/30/2018 semiannually
G1.B1.S1.MA1 M414833	Use grade level data spreadsheets to monitor growth among the subgroups.	Minn, Kara	8/1/2017	Review reports at tactical meeting with Leadership Team. Review spreadsheet of quarterly data by grade level and Leadership Team. Review spreadsheet of classroom assessment data by grade level. Review reports of iReady data quarterly. MTSS Team review of students and progress.	5/31/2018 monthly
G1.B4.S1.MA1 M414839	Leadership team review weekly for implementation and culture/climate talks.	Crawford, Anna	9/12/2017		6/1/2018 weekly
G1.B1.S1.A1 A381664	Monitoring of schoolwide data in specific demographic areas and student growth	Terry, Fred	8/1/2017	Tactical meeting minutes, SAC monthly presentation of data, grade level data meetings by quarter, and monthly MTSS meeting. Data spreadsheets by grade will evidence growth. iReady will also evidence growth.	6/8/2018 quarterly
G1.B1.S1.MA1 M414834	Leadership meeting to review all data of barrier quarterly in a conversation with numerical data.	Terry, Fred	10/16/2017	Grade level data spreadsheets: reviewed with grade, individual teacher room, and tactical leadership team. Reports at tactical meeting with Leadership Team. Review of iReady data evidenced in MTSS meetings, tactical notes, and after each diagnostic. MTSS Team review of students and progress, along with District support as evidenced in MTSS notes.	6/15/2018 quarterly
G1.B1.S1.A2 A381665	Record reasons for mobility and review.	Minn, Kara	9/4/2017	Per registrar, a spreadsheet will track student mobility and reasons why. Any reasons to do with Flagler Schools or WES will be discussed by leadership team. Evidenced in monthly support staff meeting notes.	6/15/2018 annually
G1.B2.S1.MA1 M414835	Review student academic performance for changes (assessments, classwork, quizzes, behavior, etc.)	Minn, Kara	9/12/2017	EWS reports; MTSS notes; Leadership Team notes; Conference Notes.	6/15/2018 quarterly
G1.B2.S1.MA1 M414836	Minimum quarterly review of EWS data to update list of students.	Minn, Kara	9/12/2017	Ongoing list- updated spreadsheet.	6/15/2018 quarterly
G1.B2.S1.A1 A381666	Review of the EWS numbers and names, as to which indicators can be decreased.	Minn, Kara	9/12/2017	6th grade conference notes for plans, spreadsheet of all EWS students and their corresponding areas. Tactical notes reviewing plans for all student indicators.	6/15/2018 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.MA1  M414840	Announcements from classrooms, positive emails, positive teacher and student feedback, celebrations...	Crawford, Anna	8/1/2017		6/15/2018 daily
G1.B4.S1.A1  A381668	Building a new sense of community with new leadership and goals: Rebranding opportunities.	Crawford, Anna	8/1/2017	Meeting notes, increase in school score, better staff attendance, better student attendance, reduction in behavior occurrences, overall positive climate, positive parent feedback. Notes of work with PL lead by Dr. Ohlson.	6/15/2018 daily

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. If Wadsworth Elementary School will focuses on high quality, rigorous instruction, research-based strategies, and high quality assignments, then student achievement will increase.

G1.B3 Year one implementation of Eureka Math curriculum resource

G1.B3.S1 Teachers will need additional training on new resource due to lack of knowledge for implementation.

PD Opportunity 1

PL and coaching on Eureka resources

Facilitator

Fran Lagocki and Nicole Castheiner

Participants

All math instructors

Schedule

Annually, from 8/4/2017 to 5/25/2018

VII. Budget

1	G1.B1.S1.A1	Monitoring of schoolwide data in specific demographic areas and student growth	\$0.00
2	G1.B1.S1.A2	Record reasons for mobility and review.	\$0.00
3	G1.B2.S1.A1	Review of the EWS numbers and names, as to which indicators can be decreased.	\$0.00
4	G1.B3.S1.A1	PL and coaching on Eureka resources	\$0.00
5	G1.B4.S1.A1	Building a new sense of community with new leadership and goals: Rebranding opportunities.	\$0.00
Total:			\$0.00