Waller Elementary School

2018-19 Schoolwide Improvement Plan

Table of Contents

Waller Elementary School

11332 E HIGHWAY 388, Youngstown, FL 32466

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	9%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	C	C	C*

School Board Approval

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

SIP Authority

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.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Mission Statement:

Through a variety of curriculum and instructional approaches, which incorporate high expectations within a safe environment, our mission is to actively engage each student in the learning process in order to promote confident, self-directed, lifelong learners, and responsible leaders. This mission is achievable through the nurturing network among students, parents, faculty, staff, and the community.

Provide the school's vision statement.

Vision of Waller Elementary:

The vision of Waller Elementary School is to ensure sustainable growth in individual student achievement that will inspire continued success throughout each student's educational career.

School Leadership Team

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

Name	Title
McNally, Gina	Principal
Crowley, T.J.	Teacher, K-12
Sexton, Tracy	Teacher, K-12
Odom, Karla	Teacher, K-12
Jeffrey, Kristin	Teacher, K-12
Dillard, Pamela	Teacher, K-12
Gunter, Alicia	Teacher, K-12
Hunnicutt, Lynn	School Counselor

Duties

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

The school-based Leadership Team meets once a month (or more if needed). The members will share any new school/district/state information with their respective grade groups/PLCs. Implement the Gradual Release of Responsibility Model, along with ongoing review of student data to determine strengths and deficiencies. The Leadership Team will work to develop ideas for teacher support as necessary and monitor professional development needs. Progress toward the school improvement goals will be discussed and reviewed as well to make sure the strategies are being implemented with fidelity.

1. Entire team will review/revise and finalize school goals, vision, and classroom mission statements
2. Gina McNally, Principal and Lorrane Blastick, Assistant Administrator will complete a needs assessment to identify critical areas of support for students (staff surveys)

3. Gina McNally creates a para-professional support schedule

4. Interventionists develop and implement reading intervention using SRA Intervention Reading Program and Connect to Comprehension program for Tier III students.

4. Leadership Team/MTSS Team Analyze student academic achievement data to support goals aimed toward student growth and proficiency

5. Leadership Team/All Faculty members will participate in and present relevant Professional Development Opportunities for faculty & staff

6. Faculty will lead and facilitate Professional Learning Community meetings with established norms (SMART Goals, Common Formative & Summative Assessments, instruction focused on student results, gradual release model, Lesson prep protocol, data driven decisions on instruction).

7. Faculty will implement and monitor proactive grading procedures, vertical alignment of the gradebook categories and weighting in grades K-2 and 3-5.

8. Faculty will provide consistent systems of communication with parents, guardians, and families (about student progress, student WIGS, behavior, modeled citizenship/leadership, and safety).

9. Gina McNally & Lorrane Blastick will collaborate and communicate with all faculty staff including non-core teachers: VPK, Art, Music, and PE).

10. Entire Faculty will actively establish and participate in committees that ensure student safety and success to include Threat Assessment Team, SAC, Leader in Me Team, MTSS Team, SIP Team, Math/Science Team, ELA/Math Liaisons along with vertical PLC meetings per month.

11. Gina McNally will ensure that PLC meetings are held 2 days per week, and additional days as needed.

12. Gina McNally will establish and maintain community partnerships in order to support students, parents, and

families. Four Title 1 Nights including Leadership Day.

13. Faculty will sponsor extracurricular clubs/committees that meet before/after school: weekly & monthly

14. Gina McNally and Leadership Team will establish and maintain community partnerships in order to support students, parents, and families.

15. Collaborate with administration, SAC and parent liaison to make decisions about the spending of Title I Funds.

Title I Funds have been used to support students in the following ways:

**4 Title I Intervention teachers hired to assist with bottom quartile students (Unisig)

*Additional Staff (paraprofessionals to assist with SRA and ESE students)

*Professional Development for teachers/staff (Achieve 3000, SRA, Leader in Me)

*Supplemental Instructional materials

*Parent Involvement Activities

-Provide students with interventions and remediation as mandated by the MTSS Process

*MTSS: MTSS Specialist (Casey) Dr. Lynn Hunnicutt (Guidance Counselor)

*Teachers will review, implement and monitor students' MTSS plans for Reading, Math, and behavior

Early Warning Systems

Year 2017-18

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	35	34	29	37	24	22	0	0	0	0	0	0	0	181
One or more suspensions	4	6	3	7	12	5	0	0	0	0	0	0	0	37
Course failure in ELA or Math	0	3	11	7	9	0	0	0	0	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	36	49	26	0	0	0	0	0	0	0	111

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	3	6	9	25	25	10	0	0	0	0	0	0	0	78

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	5	4	17	0	0	0	0	0	0	0	0	0	31
Retained Students: Previous Year(s)	4	5	0	17	4	0	0	0	0	0	0	0	0	30

Date this data was collected
Monday 7/30/2018

Year 2016-17 - As Reported

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	23	34	24	26	24	20	0	0	0	0	0	0	0	151
One or more suspensions	3	4	2	5	8	5	0	0	0	0	0	0	0	27
Course failure in ELA or Math	0	4	5	10	5	4	0	0	0	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	9	22	19	0	0	0	0	0	0	0	50

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	0	4	3	11	19	9	0	0	0	0	0	0	0	46

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	23	34	24	26	24	20	0	0	0	0	0	0	0	151
One or more suspensions	3	4	2	5	8	5	0	0	0	0	0	0	0	27
Course failure in ELA or Math	0	4	5	10	5	4	0	0	0	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	9	22	19	0	0	0	0	0	0	0	50

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	0	4	3	11	19	9	0	0	0	0	0	0	0	46

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Students performed lowest in ELA on the Spring 2018 administration of the FSA. Percent proficient in ELA dropped from 35% to 32% between 2017 and 2018.

Which data component showed the greatest decline from prior year?

Learning gains in ELA for the lowest quartile and overall population dropped the most significantly from the prior year. Learning gains for all students dropped from 53% in 2017 to 29% in 2018; a change of -24%. The lowest quartile's learning gains dropped from 60% in 2017 to 21% in 2018; a negative change of 39%.

Which data component had the biggest gap when compared to the state average?

ELA learning gains for the lowest quartile have the largest gap of 27% when compared to the state. Waller's overall learning gains were 26% lower than the state average and proficiency was 24% lower than the state average.

Which data component showed the most improvement? Is this a trend?

The percent of students scoring proficient on the state math assessment increased by 2%, from 42% in 2017 to 44% in 2018. While the percentage of students scoring proficient increased, overall learning gains dropped from 50% to 47% from the previous year and learning gains for the lowest quartile dropped from 64% in 2017 to 41% in 2018.

Describe the actions or changes that led to the improvement in this area.

A new curriculum was implemented that included common formative and summative classroom assessments. Math liaisons relayed information to grade-level PLCs and an instructional coach was helpful in teaching faculty the correct implementation of the new program.

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	32%	50%	56%	41%	48%	52%
ELA Learning Gains	29%	49%	55%	51%	47%	52%
ELA Lowest 25th Percentile	21%	45%	48%	56%	43%	46%
Math Achievement	44%	57%	62%	53%	53%	58%
Math Learning Gains	47%	57%	59%	61%	53%	58%
Math Lowest 25th Percentile	35%	46%	47%	61%	43%	46%
Science Achievement	41%	50%	55%	51%	44%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	35 (23)	34 (34)	29 (24)	37 (26)	24 (24)	22 (20)	181 (151)
One or more suspensions	4 (3)	6 (4)	3 (2)	7 (5)	12 (8)	5 (5)	37 (27)
Course failure in ELA or Math	0 (0)	3 (4)	11 (5)	7 (10)	9 (5)	0 (4)	30 (28)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	36 (9)	49 (22)	26 (19)	111 (50)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	34%	57%	-23%	57%	-23%
	2017	35%	59%	-24%	58%	-23%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2018	29%	51%	-22%	56%	-27%
	2017	35%	52%	-17%	56%	-21%
Same Grade Comparison		-6%				
Cohort Comparison		-6%				
05	2018	25%	50%	-25%	55%	-30%
	2017	34%	49%	-15%	53%	-19%
Same Grade Comparison		-9%				
Cohort Comparison		-10%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	43%	63%	-20%	62%	-19%
	2017	30%	56%	-26%	62%	-32%
Same Grade Comparison		13%				
Cohort Comparison						
04	2018	41%	59%	-18%	62%	-21%
	2017	65%	62%	3%	64%	1%
Same Grade Comparison		-24%				
Cohort Comparison		11%				
05	2018	48%	57%	-9%	61%	-13%
	2017	38%	52%	-14%	57%	-19%
Same Grade Comparison		10%				
Cohort Comparison		-17%				

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	43%	54%	-11%	55%	-12%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	10	12	10	25	29	7	21				
WHT	32	29	25	42	44	31	43				
FRL	27	24	19	40	41	35	35				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	11	37	42	20	34	57	30				
WHT	36	52	62	44	50	63	48				
FRL	37	53	62	42	49	70	42				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	English Language Arts-Learning Gains
Rationale	Comparing FSA 2018 data to 2017, Waller students showed a decline in all areas of ELA, specifically learning gains. Overall learning gains decreased by 24% to 29% and lowest-quartile learning gains fell by 39% to 21%. Students need to be able to fluently read and comprehend grade-level text to be successful in all core subject areas.
Intended Outcome	By identifying and addressing the targeted academic needs of our students, the number of students making learning gains overall and in the lowest quartile and the number of students demonstrating proficiency on the Spring 2019 administrations of the ELA FSA and ELA MAP assessments will increase to 50% in each category.
Point Person	Gina McNally (mcnalgl@bay.k12.fl.us)

Action Step	
Description	1. Teachers will strengthen and enhance the core reading program by implementing strategies from Ruby Payne's Research-Based Strategies: Narrowing the Achievement Gap for Under-Resourced Students. 2. Teachers will continuously analyze district common summative assessment data, along with MAPS assessment results within professional learning communities to identify strengths and weaknesses in order to drive instructional decisions in Tier I and Tier II (RtI at Work). 3. Interventions Strategies are decided upon during the MTSS Meetings. Academic and Behavioral interventions are put in place at the core (Tier 1) and at Tiers 2 and 3. From an intervention menu provided by our district, our school has implemented the following: SRA Phonemic Awareness (K-2), Spelling Mastery (1-5), SRA Language for Learning (K-2), SRA Language Series (K-2), Early Interventions in Reading (1-3), SRA Corrective Reading (3-5), Connect to Comprehension, district pacing guide and complex texts with tasks, or readworks.org materials, Wonders (K-5), Voyager Passport (K-5), Great Leaps (K-5), and Achieve 3000. 4. Provide on-going professional development for instructional personnel via face-to-face workshops as deemed appropriate by the administration. 5. Provide and lead Professional development practice by utilizing and implemting the Lesson Prep Protocol within the Professional Learning Communities.
Person Responsible	Gina McNally (mcnalgl@bay.k12.fl.us)

Plan to Monitor Effectiveness	
Description	1. The administration will conduct informal and formal classroom observations, utilizing the district D/A walk-through rubric, to monitor implementation and effectiveness of reading curriculum and instructional strategies. PLCs will choose and discuss strategies that are appropriate for their students' needs and record outcomes in weekly PLC meeting notes. 2. Common formative and summative assessment data will be collected and analyzed by PLCs weekly. MAP data will be collected in the fall, winter, and spring and analyzed by PLCs to further determine areas of need. Leadership Team and Administration will analyze

classroom data during monthly meetings and when available following standardized assessments to determine the effectiveness of implemented strategies.

3. Monthly on-level and weekly below-level progress monitoring probes for Tier III students will be recorded in ENRICH. Common formative and summative assessment data for all students will be continually analyzed by grade-level teachers and intervention specialists during weekly PLC data-chats and recorded in FOCUS. Notes and action plans for adjusting instruction or moving students between the tiers of support will be submitted to administration weekly.

4. Administration will observe classrooms to monitor implementation of strategies learned via professional development. PLCs will record into weekly notes their discussions regarding effective strategies for diverse learners.
5. Using data and student input (Leadership notebooks), to create personal learning goals (WIGS), will increase student awareness and accountability/ownership of academic progress.
6. Review PLC minutes, commit to regular data driven conversations within the PLC meetings to support the LPP process.

Person Responsible   Gina McNally (mcnalgl@bay.k12.fl.us)

Activity #2	
Title	Behavior-Academic and Social Behaviors
Rationale	Of our 476 students in 2018, 207 (43%) had 1 or more referrals. There were a total of 619 referrals, 71 of the referrals were assigned OSS. 39 (8%) students were assigned OSS resulting in 180 days of lost instruction.
Intended Outcome	Reduce the amount of instructional time lost due to ISS and OSS by 20% and increase student engagement in the learning process through the development of academic and social behaviors.
Point Person	Gina McNally (mcnalgl@bay.k12.fl.us)

Action Step	
Description	1. Utilize PROMISE room to help abate negative behaviors and allow students to return to class in a timely manner without the need for office discipline referrals or ISS/OSS. Teachers use discipline flow chart to determine level of infraction (minor-major) as well as when to send student to the PROMISE room before behavior turns into a referral. 2. Provide wraparound services (social worker, school counselor, school psychologist, behavioral interventionist, school resource officer, Florida Therapy Services, etc.) to teach students social and academic behaviors that will increase academic success. 3. We have a "Backpack Blessings" program in partnership with two local churches that serves approximately 250 students. We also have a "Shoes for Souls" partnership with a local church that serves our students two or more times a year. Both services help students attain basic necessities that will encourage active engagement in the classroom. 3. Improve communication between service providers, classroom teachers, and intervention specialists regarding specific student behaviors and the strategies implemented to increase desired behaviors. 4. Continue to embed the Leader In Me Program throughout the instruction and provide ongoing training to all faculty and staff to ensure students apply the 7 Habits in all areas of the learning environment, and in the home. 5. Provide mentors to students that are identified on the early warning system through the Elevate Bay Mentor Program.
Person Responsible	Gina McNally (mcnalgl@bay.k12.fl.us)

Plan to Monitor Effectiveness	
Description	1. Office discipline referrals will be monitored monthly through FOCUS by administration. 2. On-going discussions within the PLCs with input from service providers. Notes documented and submitted to administration each week. 3. Intervention specialists will be members of grade-level PLCs. Documented incidents of undesired behaviors and progress of improvement under the student documentation tab in FOCUS. 4. Administration will monitor student leadership notebooks to ensure the continued implementation of The Leader in Me.
Person Responsible	Gina McNally (mcnalgl@bay.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements

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

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

The Title I Resource Teacher and the Parent Liaison will coordinate with the administration/faculty/staff as well as community volunteers to offer opportunities for parents to learn how to help their child be successful in academics and goal setting. A Parent Involvement Plan is developed yearly with all stakeholders to ensure positive relationships occur. The vision and mission statements are clearly visible throughout our campus, school website, and newsletters.

PFEP Link

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

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

A school based guidance counselor and social worker are on hand to provide counseling as needed to all students. In addition, community sponsors provide food, clothing, shoes, school supplies, teacher supplies, and mentoring. Furthermore, peer tutoring/mentoring is utilized with students. The guidance department at Waller Elementary School is comprised of a highly qualified/certified counselor, an ESE clerk, a parent liaison, and a school social worker.

The main duties of the counselor are to coordinate student services and testing activities; facilitate the PBS/LIM programs, assist the Positive Behavior Intervention School Team, provide emergency counseling services, and assist with the MTSS (multi-tiered system of support). The counselor also serves as an active member of the School Leadership Team and Test Assessment Coordinator. In addition, the counselor assists teachers and parents when there is a question regarding a student's academic success. The counselor can also assist parents in accessing services for their child.

Bay District Schools also assigns a social worker to work closely with guidance and to monitor attendance of students. The social worker helps meet the social-emotional needs of students through group therapy sessions, home visits regarding attendance and behavior, and working closely with teachers to provide necessary services.

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

Waller Elementary has a Voluntary Pre-Kindergarten class on campus that has full access to the amenities of the school. We also coordinate with Early Education and Care, Inc., (Head Start) for tours, use of our facilities, and special events. We also have planned a day to visit the community offering information for Pre-Kindergarten students not registered in an educational program. This effort will be coordinated through our Title I Parent Liaison, our local volunteer Fire Department and our business partners that support our students, community, and school.

As a feeder school of Merritt Brown Middle School, all 5th grade students are invited to attend middle school orientation to assist in the transition from elementary to middle school.

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.

School leadership team members use research and best practices in identifying and aligning resources. During monthly meetings, thorough analysis of data from multiple sources, allows the team to identify and monitor areas of strengths and deficiencies. Once deficient areas are identified, team members will review the resources and allocate the available resources as needed.

Title I, Part A
Waller Elementary is able to offer at-risk students remedial strategies from four highly qualified/certified intervention teachers. The intervention teachers have fourteen paraprofessionals to work with the at-risk students as well.

Title I, Part D
Waller Elementary will work hand-in-hand with Bay District School's plan for meeting the educational needs of neglected, delinquent, and at-risk children and youth.

Title II
The Title II funds we receive will be used to purchase professional reading/study materials for book studies to affect teacher quality as well as target specific needs found through teacher self-assessments. Our district coordinators with Title II are also offering professional development opportunities as well as subject specific resource materials for teachers.

Title III
Bay District will provide educational materials and ELL support services to ensure that the educational needs of our English Language Learners are met. Waller Elementary is working closely with the District coordinator for ELL to obtain on-site training as well as on-line training for teachers who haven't received/completed the ESOL endorsement.

Title X- Homeless
Bay District provides a Social Worker for students identified as homeless. The Social Worker coordinates resources (clothing, school supplies, and social services referrals). Waller's Parent Liaison, Social Worker, and Guidance Counselor will also work closely together to provide needed resources and support. Waller's teachers will have an opportunity to hear/receive advice/strategies from the District Coordinator in order to better understand the needs of the homeless.

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

Waller Elementary School is a Leader In Me school. Students are taught the 7-Habits of Highly Effective People (Steven Covey) through an age-appropriate, structured character education program to encourage responsibility for their own academics, attendance, and behavior. Each child maintains a personal Leadership Notebook which may include outlining their individual attendance, behavioral, and academic goals. Teachers at each grade level train students to host conferences with their parents about their individual goals and achievements. Students in fourth and fifth grades have the opportunity to participate in school-to-work jobs such as: ITV Crew (news media and production), Classroom Jobs (civic responsibility and city police), and Leadership Opportunities (civic responsibility and city government).

Part V: Budget

Total:	$599,293.50