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# Waller Elementary School

11332 E HIGHWAY 388, Youngstown, FL 32466

[ no web address on file ]

## Demographics

**Principal: Gina McNally**

Start Date for this Principal: 7/22/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (46%) 2017-18: D (36%) 2016-17: C (51%) 2015-16: C (53%) 2014-15: C (49%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northwest
<b>Regional Executive Director</b>	<a href="#">Rachel Heide</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	N/A
<b>Support Tier</b>	N/A
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

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

## Purpose and Outline of the SIP

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

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# Waller Elementary School

11332 E HIGHWAY 388, Youngstown, FL 32466

[ no web address on file ]

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p><b>2018-19 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">9%</p>

## School Grades History

<b>Year</b>	<b>2018-19</b>	<b>2017-18</b>	<b>2016-17</b>	<b>2015-16</b>
<b>Grade</b>	C	D	C	C

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## SIP Authority

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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:

Waller is an ACE school. We: Accomplish Goals, Create Excellence, Engage Learners

**Provide the school's vision statement.**

Vision of Waller Elementary:

Each student demonstrates a proactive mindset and accomplishes learning goals.

### School Leadership Team

**Membership**

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

Name	Title	Job Duties and Responsibilities
McNally, Gina	Principal	<p>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 EL Curriculum, 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. Leadership Team will provide ongoing support and professional development for the new ELA curriculum (EL Education Curriculum) adopted by the district for the 2019-2020 school year.</p> <ol style="list-style-type: none"> <li>1. Entire team will review/revise and finalize school goals, vision, and classroom mission statements</li> <li>2. Gina McNally, Principal and Lorraine Fillman, Assistant Administrator will complete a needs assessment to identify critical areas of support for students (staff surveys)</li> <li>3. Leadership Team/Grade Chairs creates a para-professional support schedule.</li> <li>4. Classroom teachers with MTSS district support develop and implement reading intervention using SRA Intervention Reading Program and Connect to Comprehension program for Tier III students.</li> <li>4. Leadership Team/MTSS Team Analyze student academic achievement data to support goals aimed toward student growth and proficiency.</li> <li>5. Leadership Team/All Faculty members will participate in and present relevant Professional Development Opportunities for faculty &amp; staff.</li> <li>6. Faculty will lead and facilitate Professional Learning Community meetings with established norms (SMART Goals, Common Formative &amp; Summative Assessments, instruction focused on student results, gradual release model, Lesson prep protocol, data driven decisions on instruction).</li> <li>7. Faculty will implement and monitor proactive grading procedures, vertical alignment of the gradebook categories and weighting in grades K-2 and 3-5. Teachers will refer and follow districtwide APP manual.</li> <li>8. Faculty will provide consistent systems of communication with parents, guardians, and families (about student progress, student WIGS, behavior, modeled citizenship/leadership, and safety). School-wide implementation and use of DOJO to communicate with families.</li> <li>9. Gina McNally &amp; Lorraine Fillman will collaborate and communicate with all faculty staff including non-core teachers: VPK, Art, Music, and PE).</li> <li>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, Mental Health Team &amp; Behavior Team, SIP Team, Math/Science Team, ELA/Math Liaisons along with vertical PLC meetings per month.</li> <li>11. Gina McNally/Lorraine Fillman will ensure that PLC meetings are held 1 day per week, and additional days as needed.</li> <li>12. Lorraine Fillman, Katlin Timme and Marydale Moore will establish and maintain community partnerships in order to support students, parents, and families. Four Title 1 Nights including Leadership Day.</li> <li>13. Faculty will sponsor extracurricular clubs/committees that meet before/</li> </ol>



Name	Title	Job Duties and Responsibilities
		after school: weekly & monthly 14. Lorrane Fillman and Marydale Moore with the 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: *Additional Staff (paraprofessionals to assist with SRA and ESE students) *Professional Development for teachers/staff (Achieve 3000, SRA, Leader in Me, EL curriculum) *Supplemental Instructional materials (DO the Math, Bay Lit Cafe, CPALMS) *Parent Involvement Activities -Provide students with interventions and remediation as mandated by the MTSS Process *MTSS: MTSS Specialist (Casey) Mrs. Mary-Margaret Register (Guidance Counselor) *Teachers will review, implement and monitor students' MTSS plans for Reading, Math, and behavior
Bigsby, Angela	Teacher, K-12	
Jennings, Sayrah	Teacher, K-12	
Anderson, Crysta	Teacher, K-12	
Franklin, Kimberly	Instructional Media	
Gunter, Alicia	Teacher, K-12	
Blastick, Lorrane	Assistant Principal	
Frith-Register, Mary-Margaret	School Counselor	
Hood, Angela	Teacher, K-12	
Bowman, Rochelle	Teacher, K-12	
Mertes, Lisa	Teacher, K-12	
Thedford, Carla	Teacher, K-12	
Moore, Marydale	Other	Parent Liaison

**Early Warning Systems**

**Current Year**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	64	71	63	77	62	60	0	0	0	0	0	0	0	397
Attendance below 90 percent	14	26	17	19	23	21	0	0	0	0	0	0	0	120
One or more suspensions	0	6	3	14	5	15	0	0	0	0	0	0	0	43
Course failure in ELA or Math	0	0	1	10	9	9	0	0	0	0	0	0	0	29
Level 1 on statewide assessment	0	0	0	7	19	31	0	0	0	0	0	0	0	57

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	2	3	12	18	23	0	0	0	0	0	0	0	58

**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	3	2	2	6	0	0	0	0	0	0	0	0	0	13
Students retained two or more times	0	0	1	2	4	3	0	0	0	0	0	0	0	10

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

42

**Date this data was collected or last updated**

Monday 7/22/2019

**Prior Year - 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	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 with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	3	6	9	25	25	10	0	0	0	0	0	0	0	78

**Prior Year - Updated**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	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 with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	3	6	9	25	25	10	0	0	0	0	0	0	0	78

**Part II: Needs Assessment/Analysis**

**School Data**

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	42%	55%	57%	37%	49%	55%
ELA Learning Gains	56%	59%	58%	53%	54%	57%
ELA Lowest 25th Percentile	68%	57%	53%	60%	55%	52%
Math Achievement	35%	56%	63%	44%	52%	61%
Math Learning Gains	46%	54%	62%	50%	55%	61%
Math Lowest 25th Percentile	41%	42%	51%	64%	48%	51%
Science Achievement	35%	53%	53%	48%	44%	51%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	64 (0)	71 (0)	63 (0)	77 (0)	62 (0)	60 (0)	397 (0)
Attendance below 90 percent	14 (35)	26 (34)	17 (29)	19 (37)	23 (24)	21 (22)	120 (181)
One or more suspensions	0 (4)	6 (6)	3 (3)	14 (7)	5 (12)	15 (5)	43 (37)
Course failure in ELA or Math	0 (0)	0 (3)	1 (11)	10 (7)	9 (9)	9 (0)	29 (30)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	7 (36)	19 (49)	31 (26)	57 (111)

**Grade Level Data**

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	53%	61%	-8%	58%	-5%
	2018	34%	57%	-23%	57%	-23%
Same Grade Comparison		19%				
Cohort Comparison						
04	2019	38%	58%	-20%	58%	-20%
	2018	29%	51%	-22%	56%	-27%
Same Grade Comparison		9%				
Cohort Comparison		4%				
05	2019	36%	56%	-20%	56%	-20%
	2018	25%	50%	-25%	55%	-30%
Same Grade Comparison		11%				
Cohort Comparison		7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	41%	62%	-21%	62%	-21%
	2018	43%	63%	-20%	62%	-19%
Same Grade Comparison		-2%				
Cohort Comparison						
04	2019	41%	59%	-18%	64%	-23%
	2018	41%	59%	-18%	62%	-21%
Same Grade Comparison		0%				
Cohort Comparison		-2%				
05	2019	29%	54%	-25%	60%	-31%
	2018	48%	57%	-9%	61%	-13%
Same Grade Comparison		-19%				
Cohort Comparison		-12%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	34%	54%	-20%	53%	-19%
	2018	43%	54%	-11%	55%	-12%
Same Grade Comparison		-9%				
Cohort Comparison						

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	26	50	57	19	45	50	17				
WHT	42	56	68	35	46	43	34				
FRL	44	56	63	35	48	44	38				
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				

**ESSA Data**

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	323
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	46
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## Analysis

### Data Reflection

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

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

The data component that showed the lowest performance is Science and Math with a 35% achievement. In both subject areas scores decreased in Science by 6% and Math by 9%. In comparison to both the district and state we are 18% below the average in Science. In Math, 21% of students scored below the district average and 28% below the state average. A contributing factor to our math scores would be the lack of fidelity by teachers while using the Eureka curriculum.

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

The component with the greatest decrease for the 2018-2019 school year was Math Achievement by 9%. In 2018 the Math achievement was 44% and in 2019 it decreased to 35%. A contributing factor to our math scores would be the lack of fidelity by teachers while using the Eureka curriculum. Another contributing factor was the lack of fundamental skills such as base ten, number sense, multiplication, division, fluency, addition and subtraction with multi-digit numbers, etc.

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

In 2019 the Math Achievement in the state was 63% and Waller Elementary scored at 35%. There was a 28% difference between Waller scores and the State average in Math Achievement. Due to Hurricane Michael, students missed 5 consecutive weeks of instruction and practice.

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

The data component with the most improvement was the ELA Lowest 25th Percentile with a 47% increase from 21% in 2018 to 68% in 2019. Waller Elementary implemented a school wide 30-minute intervention block with small group instruction. Data driven discussions took place during weekly PLC's to address summative and formative assessment data, MAP (NWEA) scores, and intervention data.

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

The two areas of concern according to the EWS data are attendance and students with Level 1 on statewide assessments.

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

1. Increase Reading/Writing Proficiency with new EL curriculum.
2. Monthly look-fors in Math (for example:fluency).
3. Leader in Me/School-Wide Mentoring
4. School wide mentoring to assist with attendance concerns and parent home connection.
5. Targeted intervention for Tier III students based on EL Curriculum skills block assessment results.

## Part III: Planning for Improvement

### Areas of Focus:



<b>#1</b>	
<b>Title</b>	ELA & Math Proficiency all grades
<b>Rationale</b>	Waller Elementary will increase student proficiency levels in the area of Reading and Math, by identifying specific student needs and deficits and using appropriate data to plan and provide interventions and instruction. Rationale focusing on student needs will allow students to gain proficiency in Reading and Math.
<b>State the measurable outcome the school plans to achieve</b>	In order to improve our performance and increase student proficiency levels in the areas of Reading and Math on the FSA. 1. Increase ELA proficiency of all students to at least 50%. 2. Increase Math proficiency of all students to at least 50%.
<b>Person responsible for monitoring outcome</b>	Gina McNally (mcnalg1@bay.k12.fl.us)
<b>Evidence-based Strategy</b>	K-5 content based literacy which builds content knowledge with rich, authentic text. K-2 skills block which is 60 minutes of structured phonics (reading foundations). 3-5 ALL BLOCK which is 60 minutes of differentiated instruction building on the core content. Differentiated activities for MTSS and ESE supports to build on core content knowledge. K-5 Math curriculum which teaches number and operations using a developmental progression. Prepare problems and use them in whole-class instruction while assisting student in monitoring and reflection on the problem solving process. Shows visual representations, expose students to multiple problem solving strategies. Helps students recognize and articulate mathematical concepts and notation.
<b>Rationale for Evidence-based Strategy</b>	The program embeds support for ELL, ESE, and students in MTSS and these supports address how information is presented, ways to engage students, and how students respond.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. MAP testing/monitoring of students in the lowest quartile.</li> <li>2. Classroom observations and teacher feedback.</li> <li>3. MTSS data chats with teacher/administrations (MTSS Team) to discuss specific intervention strategy of individual students.</li> <li>4. PARA support on each grade level for small group support and remediation using the EL curriculum.</li> <li>5. Implement new EL curriculum for ELA with one hour of content based literacy to build knowledge and one hour of differentiated instruction based on student needs.</li> <li>6. Utilize Literacy Coach to supports needs for EL curriculum.</li> <li>7. Implement Bay District Schools curriculum in Eureka Math with fidelity each day during specified time in the master schedule.</li> <li>8. Use district designed curriculum guides to plan, prepare for instruction (Eureka Math).</li> </ol>
<b>Person Responsible</b>	Gina McNally (mcnalg1@bay.k12.fl.us)

<b>#2</b>	
<b>Title</b>	Behavior-Academic and Social Behaviors
<b>Rationale</b>	Of our 440 students in 2018-2019 school year, 129 (29%) had 1 or more referrals. There was a total of 366 referrals, 76 of the referrals were assigned OSS, this resulted in 281 days of lost instruction.
<b>State the measurable outcome the school plans to achieve</b>	Reduce the amount of instructional time lost due to ISS and OSS by 30% and increase student engagement in the learning process through the development of academic goals and social behavior goals (student-led).
<b>Person responsible for monitoring outcome</b>	Lorrane Blastick (blastlm@bay.k12.fl.us)
<b>Evidence-based Strategy</b>	Implementation of the Leader in Me process. Evidenced based, social-emotional program which identifies a negative school culture and provides on going teaching strategies to best meet students social-emotional and academic needs. Proven to raise student academic achievement. Promotes racial and socioeconomic diversity. Provides integrated curricula and instruction. Creates partnerships that enhance the school's theme in support of student well-being.
<b>Rationale for Evidence-based Strategy</b>	Waller Elementary students will achieve more and experience more academic success if classroom disruptions for behavior are limited and all students are in class and participating. Students who are disrupting class not only cause themselves to fall behind, but the rest of the class as well.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Office discipline referrals will be monitored monthly through FOCUS by administration. Integrated during monthly MTSS meetings.</li> <li>2. On-going discussions within the PLC and with the bus driver team with input from service providers. Notes documented (PLC) and submitted to administration weekly.</li> <li>3. Teachers will provide 7-Habits curriculum/instruction and Leadership paradigms which enhance and support ELA, Math, Science and Social Studies curriculum.</li> <li>4. Administration will meet with students and monitor student leadership notebooks to ensure continued implementation of goal tracking and progress.</li> <li>5. Ongoing coaching cycles with Leader in Me coach throughout the school-year as documented on the school wide calendar.</li> </ol>
<b>Person Responsible</b>	Lorrane Blastick (blastlm@bay.k12.fl.us)

<b>#3</b>	
<b>Title</b>	Students with Disabilities
<b>Rationale</b>	The ESSA Data for SWD subgroup decreased to 38% from 42%.
<b>State the measurable outcome the school plans to achieve</b>	Increase the SWD ESSA subgroup from 38% proficient to 50% proficient.
<b>Person responsible for monitoring outcome</b>	Gina McNally (mcnalgl@bay.k12.fl.us)
<b>Evidence-based Strategy</b>	Implementing the EL Curriculum with the SWD. The students with disabilities will receive on grade level instruction using the EL Curriculum. SWD will also receive intervention support using the EL Curriculum with targeted instruction based on the skills deficit as identified in the EL assessments.
<b>Rationale for Evidence-based Strategy</b>	The program embeds support for ELL, ESE, and students in MTSS and these supports address how information is presented, ways to engage students, and how students respond.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. EL Training for all teachers</li> <li>2. Identify the lowest quartile for ELA</li> <li>3. Monthly data chats to review student data</li> <li>4. EL differentiated instruction grades K-2 in Module and Foundational Skills block; 3rd through 5th in Module and ALL BLOCKS.</li> <li>5. Fidelity CWT with EL Representative</li> </ol>
<b>Person Responsible</b>	Gina McNally (mcnalgl@bay.k12.fl.us)

**Additional Schoolwide Improvement Priorities (optional)**

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

**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 Schoolwide Improvement Plan 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.**

See attached "Titel I Parent and Family Engagement Plan."

**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.**

Waller Elementary is a Leader in Me School which focuses on developing leaders and positive habits in all students. We provide a full time social worker, a full time guidance counselor, and a member of the Gulf Coast Children's Advocacy Center provides wrap around services to our students and families. We have two (2) Telehealth counselors, one (1) District Level Behavior Interventionist, one (1) Promise Para, and mentors are provided by the District level mentor program. We offer a school based mental health curriculum called, "Merrell's Strong Start" for grades K-2 and "Merrell's Strong Kids" for Grades 3-5. Each adult at Waller will mentor one (1) student in the lowest quartile for academics and behavior support.

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

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.

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.**

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). Additionally, MTSS meetings, IEP meetings, social worker home visits, etc. are addressed by the school counselor, and social worker by coordinating services and programs provided by federal, state, and local funds within the school system and the community. Students in MTSS tiers II and III (academic and behavior) are monitored frequently to determine the impact of services and adjustments are made accordingly.

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

N/A

**Part V: Budget**

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ELA & Math Proficiency all grades	\$0.00
2	III.A.	Areas of Focus: Behavior-Academic and Social Behaviors	\$0.00
3	III.A.	Areas of Focus: Students with Disabilities	\$0.00
<b>Total:</b>			<b>\$0.00</b>