

Walton County School District

Maude Saunders Elementary School



2019-20 Schoolwide Improvement Plan

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Maude Saunders Elementary School

416 JOHN BALDWIN RD, Defuniak Springs, FL 32433

<http://mse.walton.k12.fl.us/>

Demographics

Principal: Cindy Neale

Start Date for this Principal: 6/13/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	89%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (42%) 2017-18: C (46%) 2016-17: D (40%) 2015-16: C (50%) 2014-15: D (37%)
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Walton County School Board on 9/17/2019.

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.

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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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	D	C

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<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.

It is the mission of Maude Saunders Elementary School to be a place where all scholars succeed and achieve their maximum potential with a curriculum that is dynamic and responsive to each scholar's needs.

Provide the school's vision statement.

Maude Saunders Elementary School will create and sustain a school climate that encourages student success.

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
Neale, Cindy	Principal	Collectively, the school improvement team serves to ensure that all students achieve at high levels. Our goal, through the school improvement process, is to develop strategies that focus on quality education and high levels of student achievement. The development of the School Improvement Plan is the first step in the process that the team collaboratively works on together. Each member is involved in the process of creating a well-developed plan that provides a foundation that is able to change to meet our students needs; a living document. In our plan, we address student achievement goals and strategies based on state and school proficiency standards and include accurate, data-based analysis of student achievement and other school performance data. The intention of our School Improvement Plan is that it is a dynamic and living document that the team members review often and revise as necessary throughout the school year.
Spence, Krisy	Instructional Coach	
Merchant, Sonya	Other	Interventionist
Johnson, William	Assistant Principal	
Dawkins, Lydia	Teacher, K-12	
Sherman, Nancy	Teacher, ESE	PLF
Geoghagan, Lauren	School Counselor	

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	82	88	84	102	102	90	0	0	0	0	0	0	0	548
Attendance below 90 percent	21	9	17	16	21	15	0	0	0	0	0	0	0	99
One or more suspensions	4	7	12	16	23	13	0	0	0	0	0	0	0	75
Course failure in ELA or Math	4	5	7	2	2	0	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	27	48	34	0	0	0	0	0	0	0	109

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	3	6	18	23	13	0	0	0	0	0	0	0	66

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	2	12	4	17	8	1	0	0	0	0	0	0	0	44
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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

38

Date this data was collected or last updated

Friday 7/26/2019

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	22	12	12	13	16	8	0	0	0	0	0	0	0	83
One or more suspensions	6	4	8	7	8	16	0	0	0	0	0	0	0	49
Course failure in ELA or Math	7	3	7	0	3	0	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	28	34	31	0	0	0	0	0	0	0	93

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	4	5	3	9	12	9	0	0	0	0	0	0	0	42

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	22	12	12	13	16	8	0	0	0	0	0	0	0	83
One or more suspensions	6	4	8	7	8	16	0	0	0	0	0	0	0	49
Course failure in ELA or Math	7	3	7	0	3	0	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	28	34	31	0	0	0	0	0	0	0	93

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	4	5	3	9	12	9	0	0	0	0	0	0	0	42

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	51%	66%	57%	47%	64%	55%
ELA Learning Gains	55%	65%	58%	40%	52%	57%
ELA Lowest 25th Percentile	42%	59%	53%	33%	41%	52%
Math Achievement	40%	64%	63%	52%	70%	61%
Math Learning Gains	31%	62%	62%	48%	55%	61%
Math Lowest 25th Percentile	17%	48%	51%	24%	41%	51%
Science Achievement	60%	64%	53%	33%	51%	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	82 (0)	88 (0)	84 (0)	102 (0)	102 (0)	90 (0)	548 (0)
Attendance below 90 percent	21 (22)	9 (12)	17 (12)	16 (13)	21 (16)	15 (8)	99 (83)
One or more suspensions	4 (6)	7 (4)	12 (8)	16 (7)	23 (8)	13 (16)	75 (49)
Course failure in ELA or Math	4 (7)	5 (3)	7 (7)	2 (0)	2 (3)	0 (0)	20 (20)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	27 (28)	48 (34)	34 (31)	109 (93)

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	56%	66%	-10%	58%	-2%
	2018	52%	66%	-14%	57%	-5%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	38%	64%	-26%	58%	-20%
	2018	52%	64%	-12%	56%	-4%
Same Grade Comparison		-14%				
Cohort Comparison		-14%				
05	2019	63%	64%	-1%	56%	7%
	2018	40%	60%	-20%	55%	-15%
Same Grade Comparison		23%				
Cohort Comparison		11%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	55%	65%	-10%	62%	-7%
	2018	48%	68%	-20%	62%	-14%
Same Grade Comparison		7%				
Cohort Comparison						
04	2019	35%	65%	-30%	64%	-29%
	2018	50%	66%	-16%	62%	-12%
Same Grade Comparison		-15%				
Cohort Comparison		-13%				
05	2019	34%	55%	-21%	60%	-26%
	2018	32%	58%	-26%	61%	-29%
Same Grade Comparison		2%				
Cohort Comparison		-16%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	60%	61%	-1%	53%	7%
	2018	44%	63%	-19%	55%	-11%
Same Grade Comparison		16%				
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	41	38	25	29	24	15				

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
ELL	47	54		24	15						
BLK	27	50		22	23						
HSP	50	56		26	16		64				
MUL	44	50		26	21						
WHT	57	57	43	49	35	18	64				
FRL	47	53	42	38	29	18	59				
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	27	36	36	25	39	36	21				
ELL	50	53		44	33						
BLK	30	34	55	22	38		21				
HSP	61	56		44	40						
MUL	42	29		42	53						
WHT	55	54	46	50	43	34	50				
FRL	49	48	46	42	42	45	41				
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	16	25	27	18	21	22	17				
ELL	38			50							
BLK	26	42		29	32						
HSP	54	54		56	55		31				
MUL	50	56		67	56						
WHT	49	34	25	53	48	25	37				
FRL	45	38	32	49	44	26	26				

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	45
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	64
Total Points Earned for the Federal Index	360
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
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	41
English Language Learners Subgroup Below 41% in the Current Year?	NO
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	31
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	35
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	

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	44
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.

Based on the 2018-2019 FSA DATA, Math Achievement, Learning Gains, and Lowest 25% performance levels were the lowest of all of our DATA. This is the second year we have seen a decline in these areas.

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

Math Lowest 25th Percentile showed the greatest decrease during the 2017-2018 proficiency was 44% and it decreased to 17% in 2018-2019.

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

The greatest achievement gap when compared to the state average was in 4th grade math with a deficit of 29%. The factor that contributed to the gap was that 23% of 4th grade students have two or more early warning indicators.

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

The data component that showed the greatest improvement was in science. MSE increased 14% over the 2017-2018 school year. We also showed a 6% growth in ELA learning gains. Implementation of science progress monitoring helped teachers identify areas for growth. A reading interventionist was used to focus on Tier II students.

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

Two potential areas of concern are behavior and attendance. From a systems stand point we have decided to implement a school wide behavior management plan and a school wide social/emotional character education program.

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

1. Math
2. Literacy
3. Behavior

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Literacy
Rationale	<p>Based on the May 2018-2019 STAR Reading Assessment, it has been determined that core instruction (Tier 1) was not rigorous enough to meet the expectation of the FSA.</p> <p>STAR</p> <p>K 55.5 District Screening Early Literacy 1st 58.5 District Screening 2nd 68 FSA Predictor 3rd 61 FSA Predictor (based on K-12 Lift) 4th 52 FSA Predictor (based on k-12 Lift) 5th 66 FSA Predictor (based on k-12 Lift) Average 59 FSA Proficiency</p> <p>FSA 3rd- 56% 4th- 38% 5th- 63%</p>

State the measurable outcome the school plans to achieve	By May 2020, our average school proficiency, based on STAR Reading FSA projection, of all students tested in grades K-5 will be 62%.
Person responsible for monitoring outcome	Cindy Neale (nealec@walton.k12.fl.us)
Evidence-based Strategy	<p>Progress Monitoring for STAR Assessment four times per year and FSA 2019-2020 DATA.</p> <p>STAR</p> <p>K 55.5 District Screening Early Literacy 1st 58.5 District Screening 2nd 68 FSA Predictor 3rd 61 FSA Predictor (based on K-12 Lift) 4th 52 FSA Predictor (based on k-12 Lift) 5th 66 FSA Predictor (based on k-12 Lift) Average 59 FSA Proficiency</p> <p>FSA 3rd- 56% 4th- 38% 5th- 63%</p>
Rationale for Evidence-based Strategy	

Action Step	
Description	<p>Objective #1</p> <p>In grades K-5 the overall average proficiency will increase from 59% to 62% or greater in Reading/ Language Arts on STAR Reading FSA predictor.</p> <p>Tier I Strategy 1</p>

Teachers will implement the three dimensions of reading by increasing the experience (time) , the content of the experience(curriculum), and the quality of the experience (instruction) for students.

Three Dimension Strategy

-Time: maximize reading instruction by increasing exposure to grade level complex text for students in all content areas, strategic scheduling of instructional blocks and support personnel along with bell to bell instruction

-Curriculum: systematic, explicit instruction using grade level complex text

-Instruction: intentional standards based planning and assessing to increase student engagement and foster productive struggle

Tier I Strategy 2

All grade levels will incorporate daily writing in response to reading, focusing on paraphrasing text-based evidence. Training will be provided by district literacy coaches.

Tier I Strategy 3

Students in Kindergarten and 1st grade will participate in a nightly reading program. Students will take home “Reading Homework Folders” which contain books for students to read along with their parents.

Tier I Strategy 4

Teachers work collaboratively with the district instructional coaches to create common assessments, used to assist in the diagnosis of student need and ensure student mastery of grade level standards. Assessments are revised as needed to ensure academic achievement and individual results are provided to parents.

Tier I Strategy 5

Teachers new the school and support personnel will be provided reading strategies training by our district literacy coach.

Tier II Strategy 1

Thirty minutes of intensive reading instruction daily using systematic multi-sensory approach for students scoring below the 40th percentile on the STAR Reading Assessment or scoring a level 1 on ELA FSA using Phonics First in K-2 and Structures in 3-5. If adequate progress is not made, other programs such as Tyner will be implemented.

Tier III Strategy 1

Students identified as in need of tier three interventions will receive daily intensive instruction by either a school based interventionist or classroom teacher.

Tier III Strategy 2

ELL students will be provided classroom support by a bi-lingual aid utilizing research based interventions.

Tier III Strategy 3

Teachers will progress monitor ESSA subgroups (Black, Multi-racial, and SWD) and students in the lowest quartile during the nine weeks using STAR and implement strategies and support that are determined by the diagnostic data.

**Person
Responsible**

Cindy Neale (nealec@walton.k12.fl.us)

#2	
Title	Math
Rationale	<p>Based on the 2018-2019 Math FSA it has been determined that the core curriculum is not effective based on the level of proficiency and student learning gains.</p> <p>Grade Level Proficiency based on FSA Projection 1st 50% 2nd 85% 3rd 63% based on K-12 lift data 4th 49% based on k-12 lift data 5th 44% based on k-12 lift data 60% Average</p> <p>FSA 3rd- 55% 4th- 35% 5th- 34%</p> <p>FSA Math Learning Gains Grades 3-5 31% 4-5th Grade Lowest Quartile- 17%</p>
State the measurable outcome the school plans to achieve	<p>By May 2020, 80% of the kindergarten students will demonstrate proficiency on the end of year math assessment.</p> <p>By May 2020, our average student growth percentile (SGP) based on Star Math for grades 1-2 will increase from 42% to 54%.</p> <p>By May 2020 the overall learning gains of grades 3-5 will increase from 31% to 54% and increase the math scores of the lowest quartile from 17% to 54%. (focusing on our ESSA subgroups)</p>
Person responsible for monitoring outcome	Cindy Neale (nealec@walton.k12.fl.us)
Evidence-based Strategy	Progress Monitoring for STAR Assessment four times per year and FSA 2019-2020 DATA.
Rationale for Evidence-based Strategy	
Action Step	

Description	<p>Objective #1 In grades K-5 we will increase math proficiency levels by focusing on learning gains.</p> <p>Tier I Strategy 1</p>
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Math Florida Standards (MAFS) will be implemented in grades K-5 using EngageNY/ research-based resources such as, ZEARN, Kahn Academy, and District CAP that support the Florida math standards which incorporates the use of math manipulatives to enhance quality instruction.

Tier I Strategy 2

Teachers work collaboratively with the district instructional coaches to create common assessments used to assist in the diagnosis of student needs and ensure student mastery of grade level standards. Assessments are revised as needed to ensure academic achievement and individual results are provided to parents.

Tier I Strategy 3

In order to implement the standards-based curriculum as intended, teachers new to the school will be provided training by district coach.

Tier II and III Strategy 1

Students requiring additional skill-based interventions will be provided individual/small group instruction by interventionists, teachers, or support personnel, including the use of computer based remedial/enrichment resources such as Compass Learning and Curriculum Associates.

Tier II and III Strategy 2

Teachers will progress monitor ESSA subgroups (Black, Multi-racial, and SWD) and students in the lowest quartile during the nine weeks using STAR and implement strategies and support that are determined by the diagnostic data.

**Person
Responsible**

Cindy Neale (nealec@walton.k12.fl.us)

#3

Title Professional Learning Community**Rationale**

Use of professional learning communities is a requirement of the Federal Title 1 programs, the Florida Professional Learning Protocol and Learning Protocol and the AdvancEd Accreditation System. Best practice promotes the use of PLC's for the most effective method of professional learning. Teachers will work together and engage in collective inquiry to find what works in terms of teaching and learning to ensure there are no gaps in curriculum. Teachers will share responsibility for the total development of the student and their success.

State the measurable outcome the school plans to achieve

100% of the Teachers and Administrators at Maude Saunders will participate in Professional Learning Communities throughout the 2019-2020 school year.

Person responsible for monitoring outcome

Cindy Neale (nealec@walton.k12.fl.us)

Evidence-based Strategy

1. District wide reading endorsement program, Language Essentials for Teachers of Reading and Spelling (LETRS) for teachers who are not reading endorsed.
2. PLC Team meetings
3. Mentoring and Instruction for New Educators (MINE)

Rationale for Evidence-based Strategy

1. The state requires all teachers that work with Tier III students be reading endorsed by 2020.
2. In order to improve peer collaboration, the use of SWD accommodations in the classroom, verifying the rigor and use of common assessments, and the dis-aggregation of data, teachers will meet as a PLC team.
3. In order to ensure the quality implementation of academic program by teachers and support staff training will be provided.

Action Step**Description**

1. Teachers have the opportunity to become Reading Endorsed through the District LETRS programs.
2. Use Professional Learning Communities for the improvement of student academic performance.
Classroom and ESE teachers will support the SWD in the classroom through the dis-aggregation of data to determine the most appropriate ways to provide intentional explicit interventions.
3. Teachers and support personnel will be provided math training on EngageNY by our district math coach.

Person Responsible

Cindy Neale (nealec@walton.k12.fl.us)

#4	
Title	Parent Involvement
Rationale	During the 2018-19 school year, 42% of students had no parent participation.
State the measurable outcome the school plans to achieve	Teachers will incorporate at least 3 parent involvement strategies per event in order to increase the participation of families that have not participated in academic/informational activities in the previous school year.
Person responsible for monitoring outcome	Krisy Spence (spencek@walton.k12.fl.us)
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Provide translated material to families as needed 2. A specific time of day that the bi-lingual aid is available to families for translation. 3. Teacher will make personal individual contact with families via phone, text or email prior to events. 4. Personal invitations will be created by the targeted students to mail to their families. 5. Subsequent notices will be sent home with targeted students. 6. Parents and students will receive incentives and rewards for participation in academic/informational activities.
Rationale for Evidence-based Strategy	
Action Step	
Description	
Person Responsible	Krisy Spence (spencek@walton.k12.fl.us)

#5**Title** Behavior and Student Motivation

During the 2018-19 school year

Total referrals: 546

Disruption: 178

Disrespect/defiance of authority and others: 208

Altercation: 39

Profanity: 14

Rationale

Skipping: 8

Unauthorized entry of computer: 8

Based on the 2018-2019 behavior data, MSE students manifest behaviors that are detrimental to the school's learning environment and culture. Behaviors are directly linked to motivation, the why of behavior. If there is a change in motivation there will be a change in behavior.

State the measurable outcome the school plans to achieve

We will reduce the number of referrals related to disrespect/defiance of authority and others by 20%. We will go from 208 to 167 or fewer referrals.

Person responsible for monitoring outcome

Lauren Geoghagan (lauren.geoghagan@walton.k12.fl.us)

Evidence-based Strategy

1. Implement the House system school wide
2. Sanford Harmony
3. Staff Mentors for students
4. Student led conferences

Rationale for Evidence-based Strategy

1. By implementing the House system school wide and by publicizing parent participation at school functions parents will be encouraged to be involved in classroom/school activities. (pictures on a bulletin board or school facebook page)
2. Sanford Harmony will give the students the knowledge and skills to be model citizens.
3. Staff mentors will build and nurture relationships with students in order to help modify behavior.
4. Students in grades 2-5 will participate in student led conferences two times per year.

Action Step

1. Implementation of the House System school-wide to create a sense of community including the reading and motivational discussion of "Move Your Bus" to create a positive school culture. A member of each house will be recognized monthly for outstanding citizenship as chosen by their house peers. Students will be empowered to be masters of their own self regulation of behaviors.

Description

2. Dedicated time scheduled daily for teachers to implement Sanford Harmony curriculum.
3. Students with 2 or more Early Warning Indicators (EWI's) will be assigned a mentor by the end of the 1st 9 weeks of school. Mentors (staff members within the student's house) will meet with students a minimum of twice each 9 weeks. Using support provided by a district coordinator.

4. Students scoring in the medium to high risk area on the Virginia Student Threat Assessment, as documented on the MTSS behavior and attendance monthly meetings, will receive social/emotional interventions using Second Steps.

Person Responsible Lauren Geoghagan (lauren.geoghagan@walton.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).

To aid in the accuracy of the reporting data, attention to the specificity of coding the office referrals needs to be addressed.

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.

To see 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 click on the PFEP Document link.

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.

Through the Multi-Tiered System of Supports (MTSS), students who are in need of social-emotional supports are identified by their classroom teacher. Teachers submit a Summary of Concerns to the Team regarding the student. The MTSS Team invites the student's guardian to a meeting in which the teacher's concern as well as the student's current academic and behavioral data is shared. Students who qualify for a 504 plan will have one written at this time. Targeted interventions are put into place and carried out as planned. Every six weeks a meeting is scheduled to determine the effectiveness of the intervention where another intervention can be added or the original one can be changed. Interventions include, but are not limited to mentoring, psychological counseling, a Check-In, Check-Out System, a Behavior Intervention Plan, a Formal Behavior Assessment, guidance counseling, etc. Students who do not respond to given interventions are recommended for evaluation to determine possible Exceptional Student Education eligibility

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

An orientation/visitation for Kindergarten students is scheduled at a time that is separate from all other grade levels. This meeting is used to inform parents/guardians of pertinent information regarding attendance, behavioral and academic expectations, and introduce parental involvement opportunities. The visitation also provides students an opportunity to become acclimated to Maude Saunders and decrease anxiety at the beginning of the school year. Maude Saunders Elementary School currently hosts a visitation for Chautauqua Neighborhood Day Care (Even Start), WISE Voluntary Pre-K, and Head Start for Pre-K students transitioning to Kindergarten. ESPs assist Kindergarten students the first week of school in the morning and fifth grade students assist Kindergarten students to the buses in the afternoon for the first few weeks of school. Fifth grade students attend an orientation/preview at Walton Middle School. Pre-K and 5th grade Exceptional Education Students participate in a scaffolded transition into Kindergarten and 6th grade at the end of the school year.

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 have clearly defined policies, processes and procedures that ensure that school leaders have access to hire, place and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all roles and responsibilities necessary to support the school's vision, educational programs and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school. Instructional time, material resources and fiscal resources are focused solely on supporting the purpose and direction of the school. Maude Saunders' technology infrastructure supports the school's teaching, learning, and operation needs as well. Highly qualified teachers and educational support personnel are hired for instruction. Title I budget allows us to hire instructional resources to support student achievement. With this budget we hire interventionists, instructional coaches, and support personnel. Using STAR, FSA and MTSS data, leadership determines student need. STAR data is reviewed one time per quarter with each grade level. MTSS meetings occur weekly, FSA data is reviewed with grade levels as soon as it is received and parent surveys are looked at after their receipt during monthly school improvement team meetings. An inventory of instructional materials and technology is kept through our media center and maintained by our media specialist. School internal budgets are overseen by administration and maintained by the bookkeeper. The school participates in services and activities provided by the Panhandle Area Educational Consortium, our regional service agency (F.S. 1001.451 F.S.). Our school selects services and activities based on goals, objectives and strategies set forth in the School Improvement Plan that allow us to maximize resources, enhance support services and expand communication with other schools.

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

Teachers at Title I schools will continue to be provided with professional development (in district trainings, materials, subscriptions, consultants and conferences) targeting effectively implementing Florida's Standards and Florida's Multi-Tiered System of Support in order to provide students with appropriate and timely interventions.

The majority of Walton County's Title I schools are elementary schools; with only one middle school and one alternative secondary school. Therefore, the primary focus of activities intended to increase graduation rates is to ensure successful transition from school to school and maximize the number of students who stay on track from year to year, performing at or above grade level, and are not retained. District- and school-based intensive analysis of student assessment data, use of data to improve

instruction in the classroom, and guided school-wide collaborative curriculum planning, through the full implementation of the Problem Solving/Multi-Tiered System of Supports and support of math, literacy and instructional coaches and consultants, will result in improved student academic achievement, including a higher percentage of on-grade-level students.

Maude Saunders Elementary school has a partnership with Emerald Coast Technical College, which provides opportunities for our students to explore college and career options, through field trips and school visits.

Part V: Budget

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

1	III.A.	Areas of Focus: Literacy				\$2,900.00
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
5900	140-Substitute Teachers	0281 - Maude Saunders Elementary School	School Improvement Funds		\$2,900.00	
<i>Notes: Reading training for teachers</i>						
2	III.A.	Areas of Focus: Math				\$1,600.00
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
5900	140-Substitute Teachers	0281 - Maude Saunders Elementary School	School Improvement Funds		\$1,600.00	
<i>Notes: Math training for teachers</i>						
3	III.A.	Areas of Focus: Professional Learning Community				\$0.00
4	III.A.	Areas of Focus: Parent Involvement				\$100.00
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
		0281 - Maude Saunders Elementary School			\$100.00	
<i>Notes: Incentives for families attending parent night Student-Led Conferences: red and yellow 3 pronged folders 1 per student</i>						
5	III.A.	Areas of Focus: Behavior and Student Motivation				\$2,000.00
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
		0281 - Maude Saunders Elementary School	School Improvement Funds		\$2,000.00	
<i>Notes: Supplies necessary for the implementation of the House system. (signage for norms and expectations school wide)</i>						
Total:					\$6,600.00	