A. Gary Walsingham Academy

2021-22 Schoolwide Improvement Plan

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A. Gary Walsingham Academy

44 CHIP SEAL PARKWAY, Panama City Beach, FL 32407

[no web address on file]

Demographics

Principal: Amy Harvey

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-4
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	37%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	English Language Learners White Students Economically Disadvantaged Students
School Grades History	2020-21: No Grade 2018-19: No Grade 2017-18: No Grade 2016-17: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Northwest
Regional Executive Director	Rachel Heide
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Bay County School Board on 9/28/2021.

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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44 CHIP SEAL PARKWAY, Panama City Beach, FL 32407

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-4	No	%

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

School Grades History

Year

Grade

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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.

A. Gary Walsingham Academy is dedicated to providing a safe and collaborative school environment that focuses on building positive relationships, nurturing individual differences, and igniting a passion for innovative exploration and learning.

Provide the school's vision statement.

A collaborative focus on every student every day.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Harvey, Amy	Principal	Provide a common vision for the use of data-based decision making to maximize the overall academic achievement for all learners; ensure that policies and procedures established by district and state are implemented with fidelity; evaluate and mentor school professionals and provide continuous professional development; lead the school improvement process; empower teachers through collaborative planning and creation of Professional Learning Communities; communicate school based plans and activities with all stakeholders
Gall, Chad	Assistant Principal	Assist the Principal with providing a common vision for the use of data-based decision making to maximize the overall academic achievement for all learners; ensure that policies and procedures established by district and state are implemented with fidelity; evaluate and mentor school professionals and provide continuous professional development; lead the school improvement process; empower teachers through collaborative planning and creation of Professional Learning Communities; communicate school based plans and activities with all stakeholders
Holt, Micah	School Counselor	Serves as an active member of the School Leadership Team, providing input and participating in shared decision making. Provides support to ensure we are meeting the academic, social and emotional needs of all students.
Kirk, Elise	Other	Serves as an active member of the School Leadership Team, providing input and participating in shared decision making. Assists teachers with data analysis and MTSS interventions.
Lewis, Kelly	Teacher, K-12	Serves as an active member of the School Leadership Team, providing input and participating in shared decision making. Leads grade level PLCs, assisting with data analysis and curriculum planning. Disseminates information and materials from administration to grade level teams.
Conner, Kari	Teacher, K-12	Serves as an active member of the School Leadership Team, providing input and participating in shared decision making. Leads grade level PLCs, assisting with data analysis and curriculum planning. Disseminates information and materials from administration to grade level teams.
Quimuyog, Pamela	Teacher, K-12	Serves as an active member of the School Leadership Team, providing input and participating in shared decision making. Leads grade level PLCs, assisting with data analysis and curriculum planning. Disseminates information and materials from administration to grade level teams.
Rollins, Jennifer	Instructional Media	Serves as an active member of the School Leadership Team, providing input and participating in shared decision making. Assists teachers with identifying and securing appropriate resources to support reading instruction and literacy programs.

Name	Position Title	Job Duties and Responsibilities
Hornkohl, Jennifer	Teacher, ESE	Serves as an active member of the School Leadership Team, providing input and participating in shared decision making. Leads school ESE PLC, assisting with data analysis, curriculum planning and providing appropriate accommodations to meet the needs of individual students. Oversees the implementation and compliance of IEPs. Disseminates information and materials from administration to ESE team.
Johnson, Jeremy	Other	Serves as an active member of the School Leadership Team, providing input and participating in shared decision making. Provides school wide support in the arts.
DeFelice, Julie	Instructional Technology	Serves as an active member of the School Leadership Team, providing input and participating in shared decision making. Provides school wide support in science and technology integration.

Demographic Information

Principal start date
Thursday 7/1/2021, Amy Harvey

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
0

Total number of teacher positions allocated to the school
20

Total number of students enrolled at the school
130

Identify the number of instructional staff who left the school during the 2020-21 school year.
0

Identify the number of instructional staff who joined the school during the 2021-22 school year.
20

Demographic Data

Early Warning Systems

2021-22

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	45	27	22	0	0	0	0	0	0	0	0	0	0	94
Attendance below 90 percent	15	11	3	0	0	0	0	0	0	0	0	0	0	29
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	

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	1	0	0	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 9/14/2021

2020-21 - As Reported

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

NWEA MAP Spring Administration at students 2020-21 school of enrollment was used to compile the data for the chart below

Grade 1				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students			9/23 39%
	Economically Disadvantaged			3/10 30%
	Students With Disabilities			0/3 0%
	English Language Learners			0/2 0%
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students			12/23 52%
	Economically Disadvantaged			5/10 50%
	Students With Disabilities			1/3 33%
	English Language Learners			0/2 0%

Grade 2				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students			16/21 76%
	Economically Disadvantaged			8/11 73%
	Students With Disabilities			3/4 75%
	English Language Learners			N/A
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students			14/21 67%
	Economically Disadvantaged			6/11 55%
	Students With Disabilities			2/4 50%
	English Language Learners			N/A

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade					
	Number/% Proficiency	Fall	Winter	Spring	
English Language Arts	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
	Number/% Proficiency	Fall	Winter	Spring	
Mathematics	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				

Grade					
	Number/% Proficiency	Fall	Winter	Spring	
English Language Arts	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				
	Number/% Proficiency	Fall	Winter	Spring	
Mathematics	All Students				
	Economically Disadvantaged				
	Students With Disabilities				
	English Language Learners				

Grade				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

As a school that opened in August 2021 with only K-2 students, we do not have trend data to analyze.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on progress monitoring data, first grade ELA proficiency of 39% with our Economically Disadvantaged students performing at a 30% proficiency level is the greatest area of concern.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Opening year, no contributing factors to identify.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

As a school that opened in August 2021 with only K-2 students, we do not have trend data to analyze.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Opening year, no contributing factors to identify.

What strategies will need to be implemented in order to accelerate learning?

School wide usage of iReady personalized learning path tailored to each students needs based on individual diagnostic results.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Ongoing professional development for new HMH ELA curriculum, iReady and a concentrated focus on the five district wide "reset" components consisting of PLCs, MTSS, Learning Environment, Grading Practices, and Meeting the Needs of Each Learner.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Heighted focus on the MTSS process with an addition of school based Academic Interventionist to provide targeted support, teacher professional develop and analyzing of school wide progress monitoring data to guide instructional decision making.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	Based on the limited progress monitoring data we have available, ELA proficiency was identified as an area of concern. In addition, the implementation of a new ELA curriculum along with the challenges of ongoing instructional interruptions and learning loss associated with the pandemic necessitates an increased focus on the instructional practices related to ELA.
Measurable Outcome:	The percentage of students at or above grade level in ELA, as measured by the iReady Diagnostic End of Year Assessment, will increase from 23% to 50% in kindergarten, 20% to 50% in 1st grade and 28% to 50% in 2nd grade.
Monitoring:	Review of Lesson Plans, PLC meeting attendance and minutes, Monthly Data Analysis and Discussion Meetings, iReady Progress Monitoring, Monitoring of GradeBooks
Person responsible for monitoring outcome:	Amy Harvey (harveam@bay.k12.fl.us)
Evidence-based Strategy:	Standards aligned targeted Tier I instruction utilizing high quality text and providing additional individualized supports at Tier II and III.
Rationale for Evidence-based Strategy:	Providing high quality standards based instruction and individualized supports as needed will address student learning loss and increase proficiency. Implementing the adopted HMH Curriculum across all grade levels and utilizing iReady will ensure a guaranteed and viable curriculum, using high quality text and encompassing all standards.

Action Steps to Implement

Establish strong Professional Learning Communities (PLCs) at each grade level. This will provide opportunity for collaborative teaching which will enhance the level of instruction provided and ensure that assessments are aligned to the rigor and intent of the standards. Teachers will participate in weekly PLCs to plan and prepare for effective standards aligned instructional delivery and assessment.

Person Responsible	Amy Harvey (harveam@bay.k12.fl.us)

Implementation of the Simplified MTSS at Work process, allowing us to strengthen and support the school's academic program though strategic focus. Student data will be analyzed during weekly PLCs and during monthly data chats, where staff members discuss the needs of the students and develop a plan to address needs and to ensure that instructional adjustments and/or interventions are implemented.

Person Responsible	Elise Kirk (kirkec@bay.k12.fl.us)

#2. Culture & Environment specifically relating to Positive Behavior Intervention and Supports	
Area of Focus Description and Rationale:	A. Gary Walsingham Academy will implement 15 minutes of daily character education in order to minimize discipline referrals. Implementing character education daily will teach behavior expectations and how to appropriately respond to difficult situations.
Measurable Outcome:	Effective instruction in character education will minimize discipline referrals and maximize instructional time.
Monitoring:	Lesson Plans (Character Education Lessons), Focus Discipline Data Reports, Monthly Threat Assessment Meetings (Monitor Excessive Referrals)
Person responsible for monitoring outcome:	Chad Gall (gallch@bay.k12.fl.us)
Evidence-based Strategy:	Effective instruction in character education will lead to a decrease of discipline incidents.
Rationale for Evidence-based Strategy:	When teachers embed character education into their instruction, the classroom becomes a more caring, respectful, and inclusive community.

Action Steps to Implement

Core Essentials is a character development curriculum that will be used school-wide to provide a common language for behavior expectations. This curriculum will define and teach students the expected behavior for school. The Core Essentials Big Three Behavior Expectations will be posted in classrooms, hallways, cafeteria and common areas.

Person Responsible	Jennifer Rollins (rollija@bay.k12.fl.us)

Positive behavior will be celebrated at our monthly pep rally. Each class will nominate the student that best exemplifies the core behavior trait of the month. Each student will receive an award, a special treat and attend breakfast with their family (pending visitation policy).

Person Responsible	Chad Gall (gallch@bay.k12.fl.us)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

School Opened in August 2021 - No 2020-2021 Discipline Data to Compare

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

A. Gary Walsingham Academy is dedicated to providing a safe and collaborative school environment that focuses on building positive relationships, nurturing individual differences, and igniting a passion for innovative exploration and learning. A positive school culture and environment is critical to meeting that mission. Our focus each and every day is to provide for the social and emotional support of our students and their families. Building positive relationships, delivering high quality character education and regularly celebrating individual success is high priority.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

A. Gary Walsingham provides support for the physical, social, and emotional needs of our students. Walsingham partners with several local churches and community programs to provide school supplies, food (weekend backpack program), and clothing to our families in need. The Guidance counselor provides lists of community resources to our families and regularly meets with parents to discuss individual needs. Character education and bullying prevention are integrated into the school curriculum. PanCare employees coordinate the health needs of our students, as well as coordinating annual health screenings and dental care. School staff coordinate with resource teachers, school psychologist, behavior interventionist and other district staff to administer various screenings as needed for individual students. Pancare is in the process of starting a telehealth program on campus to provide physical and mental healthcare for students. Walsingham provides services that support the counseling, assessment, referral and educational needs of our students. Using the MTSS process, staff identify student needs and design differentiated instruction and/or interventions to support the learning of all students. Students receive
Tier II and Tier III support through specialized programs such as a social skills group, Zoo U individualized software program, Check & Connect with a staff member, and mentoring. School staff collaborates with members of the Triad Team as well as outside resources (social workers, behavior interventionist, Florida Therapy counselors, Anchorage Children's Home, Elevate Bay and other community partners) to discuss coordination, implementation, and efficiency of services and works to identify new strategies or resources to benefit our students.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
2	III.A.	Areas of Focus: Culture & Environment: Positive Behavior Intervention and Supports	$0.00
		Total:	$0.00