

Pinellas County Schools

Walsingham Elementary School



2022-23 Schoolwide Improvement Plan

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Walsingham Elementary School

9099 WALSINGHAM RD, Largo, FL 33773

<http://www.walsingham-es.pinellas.k12.fl.us>

Demographics

Principal: Quinn Williams L

Start Date for this Principal: 6/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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 White Students Economically Disadvantaged Students
School Grades History	2021-22: B (56%) 2018-19: C (49%) 2017-18: C (44%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Pinellas 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.

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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Walsingham Elementary School

9099 WALSHINGHAM RD, Largo, FL 33773

<http://www.walsingham-es.pinellas.k12.fl.us>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	B		C	C

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SIP Authority

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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.

Walsingham Elementary will prepare our students to become independent learners with the desires, the skills, and the abilities necessary for lifelong learning.

Provide the school's vision statement.

100% student success.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Williams, Quinn	Principal	<ul style="list-style-type: none"> •Develops, implement, and evaluates school philosophy, goals and objectives reflecting district and state goals •Develops, implements and evaluates School Improvement Plan (SIP) and School-wide Discipline Plan •Develops and manages a Center of Excellence on the specified campus as approved by the School Board, if applicable •Develops and maintains a positive school/community climate and a safe and healthy environment. •Plans, implements, and evaluates the school instructional program based on student needs and within state and district guidelines •Plans, implements, supervises, and/or evaluates all other programs, i.e., Parent Teacher Association (PTA), School Advisory Committee (SAC), Athletics, Extra-Curricular, Co-Curricular, Booster Clubs, if applicable •Determines staffing needs including selection, supervision, staff development and evaluation of all school personnel •Disseminates and implements Pinellas County School Board policies and procedures as it relates to students staff and school community •Manages finances including the budget and record keeping processes, and inventory control of all school resources •Maintains records and necessary reports for efficient operation of school and compliance with federal, state, and local requirements •Plans and manages for efficient utilization and maintenance of the school plant •Performs other related duties as required
Sullivan, Rebecca	Assistant Principal	<ul style="list-style-type: none"> • Developing, implementing, and evaluating school philosophy, goals, and objectives reflecting district and state goals. • Maintaining, ordering, and inventorying textbooks, materials, and equipment. • Coordinating custodial procedures and initiating work orders for plan maintenance. • Planning for and supervising school activities. • Supervising student movement in all aspects of the program including cafeteria, time-out room, buses, crowd control, hall traffic. • Planning for and scheduling facilities use. • Planning, implementing, and evaluating the school instructional program based on student needs. • Determining staffing needs including selection, supervision, staff development, and evaluation of all school personnel. • Managing instructional budget. • Maintaining records and completing necessary reports. • Supervising pupil services (i.e. attendance, discipline, counseling). • Developing and maintaining a positive school/community climate and safe and healthy environment. • Implementing Pinellas County School Board Policies and Procedures as it relates to students, staff, and school community.

Demographic Information

Principal start date

Wednesday 6/1/2016, Quinn Williams L

Number of teachers with a 2022 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 2022 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.*

10

Total number of teacher positions allocated to the school

35

Total number of students enrolled at the school

414

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

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

6

Demographic Data**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	80	73	64	91	70	71	0	0	0	0	0	0	0	449
Attendance below 90 percent	0	29	15	22	23	20	0	0	0	0	0	0	0	109
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	0	3	0	0	0	0	0	0	0	3
Course failure in Math	0	0	0	0	2	6	0	0	0	0	0	0	0	8
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	1	21	0	0	0	0	0	0	0	0	22
Level 1 on 2022 statewide FSA Math assessment	0	0	0	11	7	0	0	0	0	0	0	0	0	18
Number of students with a substantial reading deficiency	7	5	4	6	11	3	0	0	0	0	0	0	0	36

Using the table above, complete the table below with the number of students by current grade level who have 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	8	1	0	0	0	0	0	0	0	9

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	3	1	1	0	0	0	0	0	0	0	0	0	5
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

Wednesday 6/15/2022

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	
Number of students enrolled	64	62	64	61	61	54	0	0	0	0	0	0	0	366
Attendance below 90 percent	13	18	11	12	14	10	0	0	0	0	0	0	0	78
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	0	4	3	4	0	0	0	0	0	0	0	15
Course failure in Math	0	4	0	8	1	2	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	16	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	9	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	2	0	6	7	14	9	0	0	0	0	0	0	0	38

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	17	0	27	15	21	0	0	0	0	0	0	0	80

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	0	1	0	2	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	64	62	64	61	61	54	0	0	0	0	0	0	0	366
Attendance below 90 percent	13	18	11	12	14	10	0	0	0	0	0	0	0	78
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	4	0	4	3	4	0	0	0	0	0	0	0	15
Course failure in Math	0	4	0	8	1	2	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	2	16	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	2	9	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	2	0	6	7	14	9	0	0	0	0	0	0	0	38

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	17	0	27	15	21	0	0	0	0	0	0	0	80

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	0	1	0	2	0	0	0	0	0	0	0	0	0	3
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

Part II: Needs Assessment/Analysis

School Data Review

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	56%	55%	56%				56%	54%	57%
ELA Learning Gains	68%						51%	59%	58%
ELA Lowest 25th Percentile	75%						53%	54%	53%
Math Achievement	52%	51%	50%				56%	61%	63%
Math Learning Gains	48%						40%	61%	62%
Math Lowest 25th Percentile	35%						44%	48%	51%
Science Achievement	57%	62%	59%				45%	53%	53%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	65%	56%	9%	58%	7%
Cohort Comparison		0%				
04	2022					
	2019	51%	56%	-5%	58%	-7%
Cohort Comparison		-65%				
05	2022					
	2019	47%	54%	-7%	56%	-9%
Cohort Comparison		-51%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	79%	62%	17%	62%	17%
Cohort Comparison		0%				
04	2022					
	2019	43%	64%	-21%	64%	-21%
Cohort Comparison		-79%				
05	2022					
	2019	42%	60%	-18%	60%	-18%
Cohort Comparison		-43%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	42%	54%	-12%	53%	-11%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	45	61		38	47						
ELL	40	60		60	40						
BLK	52	64		36	31						
HSP	60	70		56	43		50				
WHT	50	60		51	56	40	59				
FRL	55	65	71	52	47	31	54				
2021 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 2019-20	C & C Accel 2019-20
SWD	32	40		51	50		64				
ELL	48			56	40		30				
BLK	42			42							
HSP	57	44		61	35		47				
WHT	55	50		60	42		74				
FRL	57	45		61	30		66				
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	45	39	45	45	50	55	21				
ELL	42	43	45	52	50		27				
BLK	32	39		27	28						
HSP	54	42	27	52	39		40				
MUL	50			50							
WHT	61	59	82	61	42	47	56				
FRL	53	45	46	49	36	44	40				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	90
Total Points Earned for the Federal Index	481
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	48
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	58
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	46
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	62
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0

White Students	
Federal Index - White Students	53
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

The only grade levels that decreased in ELA was first and third grade. In ELA first grade decreased from 43 to 35% in ELA on the MAP from Winter to Spring and first grade decreased from 38% to 34%. Our third grade was 36% proficient on the FSA. Our SWD in third grade decreased from 28 to 23% proficient according to the Winter and Spring MAP data. All other grade levels showed improvement with SWD students.

On the 2022 FSA learning gains were substantial in ELA. We increased 25 percentage points in ELA with 68% learning gains. We increased 33 percentage points in ELA L25 with 75% learning gains. We need to work on Math learning gains with L25. We increased 12 percentage points in learning gains overall with 48% and decreased one percentage point with our L25 students in Math. We had 35% learning gains with L25 students.

This data shows we must use formative assessment data on a consistent basis to drive our instruction, and deepen our level of rigor with our tasks and questions according to the standards.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

3rd grade ELA FSA declined 17 points from a 53% to 36% proficient. Also our learning gains in math with our L25 students were the lowest. We declined one percentage point and went from 36 to 35% with our L25 in math on the FSA.

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

Our African American students did not make anticipated learning gains in ELA due to a lack of differentiation, rigorous high level questioning, and culturally responsive lessons. Consistent feedback and observations will be needed this year with a focus on SWD students. The VE Teachers will join formative assessment PLCs to discuss differentiation and data driven instruction. Equity training, Student Readiness Levels, and the CRI Crosswalk will be used throughout the grade levels as a way to self assess and give feedback to teachers.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

On the 2022 FSA, our L25 in reading increased 33 percentage points from 42 to 75%. Teachers differentiated instruction in ELA, worked two days per month with JIT coaches, and increased their DOK level of questioning to a level 3 and 4 during lessons. ELP was given weekly to L25 students.

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

All intermediate teachers tutored once or twice a week after school. Administration used Science Quizlet with all intermediate students during lunch every day. Our STEM and Science Club showed gains all year. Our Science Club used the diagnostic assessment to determine which third and fourth grade standards to focus on with students. Title I hourlies and school wide assistants pushed in during the core to assist with small group and differentiation during all subject areas. Our Assistant Principal (former math coach) planned with intermediate teachers during paid planning after school. Administration gave consistent feedback and held data chats with students to discuss goals.

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

Teachers will have a focus on differentiation through the Javitz project, data driven PLCs, and an assigned "Go-To Curriculum Leader" for ELA, Math, and Science, so they can grow professionally with peers and administrators on a consistent basis throughout the year. Administrative and peer feedback will be essential to see growth in certain areas with each teacher.

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.

Go-To Curriculum Leaders for primary and intermediate will have a plan to work with assigned teachers on specific areas in each subject. They will observe their peers, be observed, and receive feedback and action steps two to three times per year. Go-To curriculum leaders consist of ELA Champions, Math leaders, and others whose expertise, observations, and data show quality high level instruction. PD will also be given by administrators, district personnel and Go-To Curriculum leaders in the area of Equity, SEM School Wide Enrichment Model, Javitz Differentiation, Culturally Responsive Instruction, Data Driven Instruction, and DOK/Webb's Questioning Techniques.

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

1. Student Readiness Levels will need to be used by all staff on a consistent basis throughout the day so the maximum amount of learning can occur.
2. Differentiating, using multiple forms of assessment in Mathematics (i.e. assessments, exit tickets, formative assessments, Plickers, and in the moment student work.) Work with Javitz will contribute to differentiation efforts as well
3. Providing sustained Professional Development from our "Go-To Curriculum Leaders," administration, and JIT Coaches.
4. Providing high quality, actionable feedback on a consistent basis in all academic areas. (Teachers to students) and (Administrators to teachers- A high focus on DOK levels and whether lessons are Teacher Centered/TC, Student Centered/SC, or Student Centered with Rigor/SCR)
5. Engage the students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance. Interventions and incentives will be used to show increases at each Tier.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Black/African-American**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our current level of performance of 4th and 5th grade African American students is 69% proficiency on the ELA FSA and 42% proficiency in Math. We expect our performance level in Math to be 50% proficiency by the 2023 ELA and Math FSA. Rationale: The problem/gap is occurring because African American students are not consistently being provided with culturally responsive content and resources. If lessons were culturally responsive the problem would be reduced by 50%.

Measurable**Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of African American students achieving proficiency on the Math FSA will increase from 42 in Math to 50% proficiency in both by the May 2023 FSA.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Walk throughs will ensure that classrooms will connect students to academic content through practices that are culturally relevant and responsive. Lesson plans will reflect awareness and understanding of cultural referents and resources that are meaningful to students.

Person responsible for monitoring outcome:

Quinn Williams (williamsq@pcsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

1. Provide timely, relevant professional development for anti-racism and cultural responsiveness.
2. Engage families in meaningful ways that enhance their knowledge and skill.
3. Provide rigorous, engaging and relevant curriculum that engages, challenges, and connects them to the world they know with the world they need to know. They need more math and science, more access to Talented programs for the highly capable, and more of the supports that would help them succeed.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

1. Research supports teacher knowledge and efficacy as a key determinant of learning outcomes for students.
2. Research shows teachers need to mobilize students' cultures as a force for learning, and they must reach out to engage parents and communities to support educational excellence. Studies found that students with involved parents were more likely to earn high grades and test scores, and enroll in higher-level programs, be promoted, pass their classes, attend school regularly, have better social skills, show improved behavior, and adapt well to school.
3. Engaging students and accelerating their learning leads to higher order thinking, reflecting, planning, and problem solving.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Provide PD to new staff on "Monumental Myths" and the "Criminalization of Black Girls."
2. Teacher intentionally plan for the differentiated needs of each student with consideration of the principles of Universal Design for Learning to ensure content is accessible to the broadest range of learners.

3. Administrators give specific, actionable feedback to teachers on structures and strategies being used such as class meetings, restorative practices, circles, and cooperative learning.
4. Create personalized student led conferences with action plan and goal setting for families virtually or on site.
5. Teachers will use guiding questions within the 6 M's framework when planning.

Person Responsible Quinn Williams (williamsq@pcsb.org)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Instructional practice specifically relating to standards-aligned instruction will focus on supporting teachers with research based practices that follow state adopted standards within specific content area. Standards-based data (2022 FSA Data, MAP Data, Common Assessments, Walk Through Data, Lesson Plans) collected from 2021-2022 school year showed scholars performing below grade level in ELA, Math, and Science with a need for consistent opportunities to be successful with standards-aligned tasks, and teachers need support in accessing effective techniques to support learning mastery.

Our data shows an 25% increase in our ELA learning gains from 43 to 68%. The ELA L25 also increased from 42 to 75%. In math we had a 12% increase in our learning gains from 36 to 48% and an 1 percentage point decrease with our L25 students from 36 to 35%. Our learning gains is the largest area of focus for our L25 students in ELA and Math.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

As measured by the 2021-2022 FSA and SSA assessments:
 Proficiency in Science will increase 10% (from 57 to 67).
 Proficiency in English Language Arts will increase 10% (from 56 to 66)
 Learning Gains for ELA will increase 10% (from 68 to 78).
 Proficiency in Mathematics will increase 10% (from 52 to 62)
 Learning Gains in Math will increase 20% (from 35 to 55).

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Administration collect Professional Learning Community Notes, Walk through Data, Review Lesson Plans. Instructional Leadership Team review performance data from Unit and Common Assessments, iStation, MAP, etc), Intervention Data. Administration will be present during PLCs.

Person responsible for monitoring outcome:

Quinn Williams (williamsq@pcsb.org)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Monitor whole group and small group instruction to ensure instruction is designed and implemented according to evidence-based principles.

Rationale for Evidence-based Strategy:
Explain the rationale for

In order to ensure instructional supports are in place for all students, tools and evidence based practices that impact student achievement will be regularly shared with teachers through individual conversations, PLCs, and professional development.

selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

ELA:

1. Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/ more advanced texts for students above benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data.
2. Utilize the ELA Walkthrough tool and other tools to provide weekly feedback to individual ELA teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.
3. Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback ensuring ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with high-quality feedback and opportunities to use that feedback.
4. Implement a plan for identifying students not meeting benchmark, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.

Person Responsible Quinn Williams (williamsq@pcsb.org)

Math:

5. Ensure feedback, professional development, and PLC's support the Florida B.E.S.T. Standards and promote strong alignment between standard, target and task.
6. Ensure that rigorous, student-centered instruction occurs daily through the lens of the MTRs, using district curriculum and other standards-aligned resources.
7. Utilize administrator walkthrough tools to provide weekly feedback to individual teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.

Person Responsible Quinn Williams (williamsq@pcsb.org)

Science:

9. Utilize the 3-I daily instructional routine (Ignite-Investigate-Inform instruction) to ensure daily science lessons are presented as a whole while monitoring student understanding through the use of informal data collection. This will be monitored using the observation walkthrough tool to give frequent feedback to teachers.
10. Employ instructional practices that result in students doing the work of the lesson (higher-order questioning, quick demonstration followed by practice, limiting teacher talk, high-quality feedback, and opportunities to use that feedback)
11. Employ instructional practices to motivate and deepen student engagement including, but not limited to positive expectations for success; novel tasks or other approaches to stimulate curiosity; meaningful tasks related to student interests & cultural backgrounds; opportunities for students to ask their own questions, set their own goals, and make their own choices.

Person Responsible Quinn Williams (williamsq@pcsb.org)

#3. Positive Culture and Environment specifically relating to Student Attendance**Area of Focus****Description and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Our current attendance is 42% missing 10% or more of school. We expect our performance level to be 10% by December 2022. The problem/gap is occurring because of student illnesses. If school resources were given to parents, the problem would be reduced by 32%. We will analyze and review our data for effective implementation of our strategies by December 2022.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of all students in attendance daily will decrease from 42% to 10% of students missing 10% or more of school by December 2022 as measured by School Profiles Data.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

The CST Team will use grade level representatives to work with teachers, parents, and students to monitor students missing 10% or more of school.

Person responsible for monitoring outcome:

Quinn Williams (williamsq@pcsb.org)

Evidence-based**Strategy:**

Describe the evidence-based strategy being implemented for this Area of Focus.

Strengthening Tier 1 will build stronger relationships between the school and families and help identify barriers that are attributing to chronic absences.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Strengthening Tier 2 will help personalize early outreach, and create a plan that addresses these barriers.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Review attendance taking process and school-wide strategies for positive attendance with all students. Asset map contains the attendance resources, interventions and incentives at our school to support increased attendance for each Tier.
2. Develop and implement attendance incentive programs and competitions.
3. Engage students and families in attendance related activities to ensure they are knowledgeable of the data and aware of the importance of attendance.
4. Review data and effectiveness of school-wide attendance strategies on a biweekly basis.
5. Implement Tier 2 and 3 plans for student specific needs and review barriers and effectiveness on a bi-weekly basis.

6. Ensure attendance is accurately taken and recorded on a daily basis and reflects the appropriate entry codes. (e.g. Pending entries cleared)

Person Responsible Quinn Williams (williamsq@pcsb.org)

#4. Instructional Practice specifically relating to Differentiation

Area of Focus	Instructional practice specifically relating to standards-aligned instruction with gifted students will focus on supporting teachers with research based practices in gifted instruction that follow state adopted standards within specific content area.
Description and Rationale:	Standards-based data (2022 FSA Data, MAP Data, Common Assessments, Walk Through Data, Lesson Plans) collected from 2021-2022 school year showed that gifted students (data)
Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our data shows an 25 percentage point increase in our ELA learning gains from 43 to 68%.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

The percent of gifted students scoring a Level 4 or 5 in ELA will increase from 93% to 100% and in Math will increase from 64% to 74% measured by the FSA 2022-2023 assessments.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Administration collect Professional Learning Community Notes, Walk through Data, Review Lesson Plans. Instructional Leadership Team review performance data from Unit and Common Assessments, iStation, MAP, etc), Intervention Data. Administration will be present during PLCs.

Person responsible for monitoring outcome:

Quinn Williams (williamsq@pcsb.org)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Expect each teacher to plan and deliver lessons that meet the needs of gifted and talented learners by differentiating regularly.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

In order to ensure instructional supports for gifted students are in place, tools and evidence based practices that impact student achievement will be regularly shared with teachers through individual conversations, PLCs, and professional development.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Walsingham Elementary will do this by specifically by clustering group gifted & talented students in gen ed classes so that the process of engaging students in complex, differentiated tasks occurs easily and frequently, inviting gifted department onto campus to facilitate PD around gifted pedagogy that is good for all learners and differentiating for gifted learners by moving beyond adapting content, product, process and focus on thinking skill.

Person Responsible Quinn Williams (williamsq@pcsb.org)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Instructional practice specifically relating to standards-aligned instruction in ELA will focus on supporting teachers with research based practices that follow state adopted standards within specific content area. Standards-based data (2022 FSA Data, MAP Data, Common Assessments, Walk Through Data, Lesson Plans) collected from 2021-2022 school year showed scholars performing below grade level in ELA with a need for consistent opportunities to be successful with standards-aligned tasks, and teachers need support in accessing effective techniques to support learning mastery.

Our overall data shows an 25% increase in our ELA learning gains from 43 to 68%. The ELA L25 also increased from 42 to 75%. The area of focus will be in Grade 3 where 36% of students were proficient on the 2021-2022 FSA.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

Instructional practice specifically relating to standards-aligned instruction will focus on supporting teachers with research based practices that follow state adopted standards within specific content area. Standards-based data (2022 FSA Data, MAP Data, Common Assessments, Walk Through Data, Lesson Plans) collected from 2021-2022 school year showed scholars performing below grade level in ELA, Math, and Science with a need for consistent opportunities to be successful with standards-aligned tasks, and teachers need support in accessing effective techniques to support learning mastery.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

As measured by the 2021-2022 MAP assessments:

Proficiency in English Language Arts will increase 10% (from 40 to 50).

Grades 3-5: Measureable Outcome(s)

As measured by the 2021-2022 FSA and SSA assessments:

Proficiency in English Language Arts will increase 10% (from 56 to 66). In 3rd grade specifically it will increase 20% from 36 to 56%.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Administration collect Professional Learning Community Notes, Walk through Data, Review Lesson Plans. Instructional Leadership Team review performance data from Unit and Common Assessments, iStation, MAP, etc), Intervention Data. Administration will be present during PLCs.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Williams, Quinn, williamsq@pcsb.org

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Evidence based practices align to the B.E.S.T. standards. We will utilize the ELA Walkthrough tool and other tools to provide weekly feedback to individual ELA teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The evidence based practices address the need. In order to ensure instructional supports are in place for all students, tools and evidence based practices that impact student achievement will be regularly shared with teachers through individual conversations, PLCs, and professional development.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Ensure instructional supports are in place for all students during core instruction and independence, including supports for students with exceptional needs, English Language supports, as well as extensions/more advanced texts for students above benchmark. These supports include access to grade-level text and beyond as well as small group instruction based on data.	Williams, Quinn, williamsq@pcsb.org
Utilize the ELA Walkthrough tool and other tools to provide weekly feedback to individual ELA teachers as well as communicate and highlight evidence-based practices that are impacting student achievement with the entire staff.	Williams, Quinn, williamsq@pcsb.org
Prioritize engaging students in immense amounts of reading, discussion, and writing with feedback ensuring ample time is given to students to read and write appropriate grade-level text (while applying foundational skills) with high?quality feedback and opportunities to use that feedback.	Williams, Quinn, williamsq@pcsb.org
Implement a plan for identifying students not meeting benchmark, including targeted instruction, and frequently monitoring progress to ameliorate gaps early.	Williams, Quinn, williamsq@pcsb.org

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Walsingham Elementary plans to strengthen our relationships with our stakeholders through an increased level of positive communication and a focus on relevant virtual training for our parents and stakeholders that are designed to be accessible and effective for our families. Walsingham will make a consistent effort to communicate our belief in each and every one of our students through our words and actions.

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

LKQ Rewards for Reading program (Business Partner) has impacted our third grade students in the area of ELA. We meet monthly to discuss our goals and a plan to motivate students to reach their goals. Tune Into Reading has provided a reading program that combines music and ELA to help students love reading and the arts so they can make a years worth of growth in 12 weeks. We meet monthly as well. The Leadership Team has teachers that play a vital role in giving input for major decisions throughout the school. PTA and SAC meet monthly to discuss data, goals, and gather input in an effort to improve our communication with our community.