Flagler Schools

Lewis E. Wadsworth Elementary

2022-23 Schoolwide Improvement Plan

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Lewis E. Wadsworth Elementary

4550 BELLE TERRE PKWY, Palm Coast, FL 32164

www.flaglerschools.com

Demographics

Principal: Amy Neuenfeldt

Start Date for this Principal: 8/10/2022

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)	70%
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 Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: B (56%) 2018-19: B (55%) 2017-18: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 Flagler 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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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	70%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Mission: Flagler County Public Schools ensures educational success through high expectations and innovative thinking in a safe learning environment to empower students to reach their full potential as responsible, ethical, and productive citizens in a diverse and changing world.

District Guiding Principles:
Children First
Trust and Respect for All
Empower Others
Teamwork
Excellence, Quality, and Consistency
Commitment to Individual Needs
Get to "YES"

Provide the school's vision statement.

Vision: As a courageous, innovative leader in education, Flagler Schools will be the Nation's premier learning organization where ALL students graduate as socially responsible citizens with the skills necessary to reach their maximum potential.

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
Peacock, Paul	Principal	Creating and Communicating School Mission and vision Creating Standard Operating Procedures Establishing positive culture and climate Managing School Budget Supervisor for all faculty and staff School Discipline
Tincher, Chris	Assistant Principal	Leading Curriculum and Instruction ESE administrator Title One administrator Testing administrator Evaluating teacher performance ESOL administrator
Albrecht, Fiorella	Reading Coach	Teaching and Learning / Curriculum ELA Leading ELA PLC Leading Professional Development Testing Coordinator Academic Coaching
Billek, Candic	Instructional Coach	Math Curriculum Support PLC (Professional Learning Communities Math) Math Small group Instruction Leading math Lessons/Modeling for Teachers

Demographic Information

Principal start date
Wednesday 8/10/2022, Amy Neuenfeldt

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.*
10

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.*
15

Total number of teacher positions allocated to the school
55

Total number of students enrolled at the school
790

Identify the number of instructional staff who left the school during the 2021-22 school year.
13

Identify the number of instructional staff who joined the school during the 2022-23 school year.
9

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	4	11	23	18	17	18	0	0	0	0	0	0	0	91
One or more suspensions	3	9	7	6	16	18	0	0	0	0	0	0	0	59
Course failure in ELA	5	6	7	6	3	4	0	0	0	0	0	0	0	31
Course failure in Math	2	1	2	4	1	2	0	0	0	0	0	0	0	12
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	16	34	0	0	0	0	0	0	0	54
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	4	15	0	0	0	0	0	0	0	19
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	3	5	2	0	0	0	0	0	0	0	10

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	6	1	1	4	0	1	0	0	0	0	0	0	0	13
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 8/10/2022

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	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	
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	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	

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	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	
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	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

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	58%	61%	56%				59%	63%	57%
ELA Learning Gains	61%						61%	60%	58%
ELA Lowest 25th Percentile	51%						54%	53%	53%
Math Achievement	60%	49%	50%				61%	66%	63%
Math Learning Gains	66%						58%	62%	62%
Math Lowest 25th Percentile	47%						43%	49%	51%
Science Achievement	51%	63%	59%				48%	55%	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	63%	68%	-5%	58%	5%
Cohort Comparison		0%				
04	2022					
	2019	56%	60%	-4%	58%	-2%
Cohort Comparison		-63%				
05	2022					
	2019	48%	58%	-10%	56%	-8%
Cohort Comparison		-56%				

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	72%	72%	0%	62%	10%
Cohort Comparison		0%				
04	2022					
	2019	50%	60%	-10%	64%	-14%
Cohort Comparison		-72%				
05	2022					
	2019	44%	58%	-14%	60%	-16%
Cohort Comparison		-50%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	45%	53%	-8%	53%	-8%
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	24	38	38	35	42	29	21				
ELL	49	59	47	55	61	44	42				
BLK	45	62	42	48	63	50	39				
HSP	54	65	53	52	60	45	41				
MUL	55	55		61	67						
WHT	62	61	55	64	68	48	59				
FRL	52	59	51	54	59	45	37				
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	30	31	11	24	32	24	29				
ELL	48	53	58	55	43		47				
BLK	41	55	55	40	50	40	38				
HSP	53	65	36	51	46	40	57				
MUL	44	73		50	60						

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
						2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS					
WHT	66	55	33	59	51	38	59				
FRL	51	54	36	48	47	44	50				

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
						2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS					
SWD	24	47	48	32	49	45	21				
ELL	53	72	77	69	78	60	60				
ASN	58			75							
BLK	40	52	56	44	51	50	10				
HSP	56	62	53	62	63	37	54				
MUL	69	67		69	48						
WHT	65	62	55	63	58	41	55				
FRL	53	59	51	56	55	44	37				

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)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	42
Total Points Earned for the Federal Index	436
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	50
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	50
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	52
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	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	58
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	48
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?

Wadsworth elementary lowest quartile students had significantly lower learning gains than the rest of the students tested.

In both ELA and Math only 38 percent of students in the bottom quartile made learning gains.

Within the subgroup of bottom quartile students only 11 % of students with a learning disability showed learning gains In ELA and 48 % showed a learning gains in math.

Both of these groups had learning gains percentages lower than all other subgroups of students tested.

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

According to the data tables in the Needs Assessment/ analysis our lowest quartile learning gains dropped from 54 percent (2019) in ELA to 38 % (2021) and from 43% (2019) to 38 % (2019) in Math.

These were the largest drop of learning gain percentage of any learning gains category in the School Data review section of the needs analysis.

Last year in 2022 the lowest quartile learning gains raised in ELA to 51% and 47% in math.

But Lowest Quartile learning gains were still well below the school wide 2022 ELA learning gains of 61% and Math learning gains of 66%

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

The contributing factors to this need for improvement were students being moved through the MTSS process too quickly, without a focus on tailored prescribed interventions to close learning gaps in any of the MTSS tiers.

There was a lack of consistency across grade levels in differentiating tier one small group instruction.

The school MTSS process was lacking specific resources used without consistency and used with fidelity in TIER 2 or Tier 3 instruction.

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

Learning gains for students not in the bottom quartile rose in both ELA and Math in 2022.

ELA learning gains rose from 58% to 61%.

Math Learning gains rose from 51% to 66%

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

Teachers met in PLC with academic coaches to review data from progress monitoring and plan data driven instruction.

Teachers implemented the new benchmark reading series last year as well as the core phonics assessment.

Implementing the core phonics assessment allowed teachers to plan for specific decoding skills that students needed to be better able to read grade level text fluently. Being able to read more fluently aloowed for learning gains in comprehension.

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

WES will have 90 min math blocks as well as 90 min ELA blocks for all grade levels

All grade levels at WES will have a focus on 30 min differentiated small group instruction in both ELA and Math as part of TIER 1 instruction.

Math Blocks will have time each day devoted to math Fluency.

TIER three students will receive services daily during WIN (What I need Time)

WIN time instruction teachers will be provided with specific resources to use with students groups.

These resources will be used consistently and with fidelity.programs

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.

Teachers will have training and PLC in setting up small group in their TIER one instruction. This will help to insure that students in the lowest quartile will receive remedial instruction as part of the 90 min reading an math block. This will be a focus on prescriptive tier one instruction before the MTSS process is initiated.

Teachers will have training and PLC around using specific resources to help build reading fluency and math fluency as part of tier 2 and Tier three interventions .

This will help to aide our most struggling learners and those with a learning disability to be able to decode and read more fluently.

Teacher will also receive coaching with our math coach around building fact fluency into the 90 min math block in order to allow students to have a better grasp on fundamental math procedures. This will give students a stronger understanding of math facts when solving more advanced problems.

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

This year, we are implementing the 30-30-30 model in reading blocks across all grade levels. Teachers will focus 30 minutes of their reading block on foundational skills, 30 minutes on comprehension skills, and 30 minutes on small group instruction. This will ensure that all teachers are meeting students' needs by providing differentiated instruction.

This year we are increasing our math block from 60 minutes to 90 minutes. We have implemented a 15-minute daily math fluency time to help close gaps and build fact fluency.

Teachers will have academic support from the math coach to implement the new math series.

Teachers will receive reading and math research-based resources to implement in small group Tier 2 and Tier 3 instruction. These resources will have progress monitoring pieces to track student data. With student data, teachers will collaborate with MTSS coordinator and academic team to track progress and make changes as needed.

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

:

#1. Instructional Practice specifically relating to Differentiation	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Overall school learning gains for math based on assessments was 66%. Our lowest quartile students did not make the same gains and showed 47% growth in math.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	57% of our bottom quartile students will show at least 52% growth utilizing the i-Ready diagnostic test from test 1 to test 2.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Our i-Ready math diagnostic tests will be monitored to show students are making adequate growth from diagnostic 1 to diagnostic 2.
Person responsible for monitoring outcome:	Fiorella Albrecht (albrechtf@flaglerschools.com)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	We have implemented a 90-minute math block compared to the 60-minute math block from last year. We will dedicate the first 15 minutes to building math fluency in all grade levels K-5. Small groups will be pulled daily during the math block to service all tiered students in the classroom as well as WIN time using the intervention portion of our Savvas curriculum.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Daily fluency practice will help close the gaps across all grade levels. Small group/ differentiated instruction will target the specific needs of students. Utilizing the Savvas curriculum will streamline a similar resource while collecting and monitoring data across grade levels.

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.

Teachers will be trained to deliver math fluency instruction through daily number talks. Professional development will familiarize teachers with small group instruction utilizing the Savvas resources for differentiated instruction. Candice Billek/Chris Tincher will monitor these steps in the classrooms.

Person Responsible   Chris Tincher (tincherc@flaglerschools.com)

#2. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	There is a trend based on the last several years of our students with disabilities having the lowest learning gains. According to the School Data Review in the needs assessment, our Students with disabilities dropped from 48 percent making a learning gain in 2019 to 11 percent making a learning gain in 2021. In 2022 40 percent of students with disabilities made a learning gain. We need to focus on increasing the percentage of students with disabilities making a learning gain. We need to increase students learning gains in the area of phonics and Vocabulary in order to allow them to read more fluently. This will in turn allow students reading comprehension scores to grow.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	50 percent of students with disabilities will make a learning gain as Measured by the Florida FAST reading test.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will measure this area of Focus by monitoring the number of students with a disability that are making gains towards their typical growth in iReady diagnostic testing. We will also measure this goal by the percentage of students that are showing gains during FAST testing session 2 and 3.
Person responsible for monitoring outcome:	Fiorella Albrecht (albrechtf@flaglerschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We will be using UFLI and Wilson's fundations as a resource in tiered instruction to increase students ability to decode and read more fluently when presented with grade level texts. These are research based programs. Students who are able to decode and read fluently will have a much easier time comprehending grade level text.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Our curriculum team has met with our district elementary reading specialist to determine the best resources to increase students ability to read grade level text fluently. Both UFLI and Wilsons fundations were the programs recommended to increase students ability to read and interact with grade level text mos successfully.
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.	

Students are currently identified as having reading deficits by last years iready score and MTSS process

iReady diagnostic one will be given

Groups will be formed where students will have 30 min daily outside of the reading block with these programs to increase students ability to interact successfully with text

iready 2nd diagnostic two will be given to monitor success of these measures

Person Responsible   Fiorella Albrecht (albrechtf@flaglerschools.com)

#3. Transformational Leadership specifically relating to Teacher Recruitment and Retention	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The state of Florida is facing a significant teacher shortage.Wadsworth elementary school has experienced a high level of teacher turnover during the past three years. Wadsworth has also experienced above average administrative turn over in the last three years. Wadsworth needs to recruit and retain highly effective teachers to bring stability to the climate and culture of our campus. We will work with local colleges to place highly qualified interns with our highly effective teachers in order to recruit future teachers to our campus.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Wadsworth elementary administrative staff will place 5 interns from university partners with highly qualified mentor teachers in order to recruit highly qualified professional educators to our campus next year.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Administrative staff will be in communication with local universities throughout the year. We will meet with prospective interns and pair them with highly effective mentor teachers.
Person responsible for monitoring outcome:	Chris Tincher (tincherc@flaglerschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We must actively seek out and partner with local state universities to mentor and recruit the next generation of highly qualified professional educators. We are seeking to build a teacher "pipeline" by encouraging interns to train on our campus and after graduation teach full time at Wadsworth. Wadsworth has 5 highly qualified highly effective veteran teachers set to retire in the next two years. We must make it a priority to actively seek out interns and new teachers to continue the work of these veterans reaching the end of their career. We are seeking to build a teacher "pipeline" by encouraging interns to train on our campus and after graduation teach full time at Wadsworth.
Rationale for Evidence-based Strategy:	Wadsworth has 5 highly qualified highly effective veteran teachers set to retire in the next two years. We must make it a priority to actively seek out interns and new teachers to continue the work of these veterans reaching the end of their career.

Explain the rationale for 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.

School Based administrators will be in contact with local universities to recruit interns as perspective future teachers

School Based administrators will pre interview potential interns

Interns will be place with highly effective Mentor Teachers

Person Responsible Chris Tincher (tincherc@flaglerschools.com)

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.

We will build and maintain a positive school culture and environment through regular collegial conversations and collaborative opportunities in Professional Learning Communities. Teachers will feel supported in their classroom by administration and school leadership through professionalism, positive feedback, and needs based coaching and professional learning. Teachers will be given the tools and resources needed in order to ensure their professional growth and student success. Our school will create opportunities to identify and develop teacher leaders to continue their professional development and increase opportunities for faculty. As a school we will increase the use PBIS incentives and supports to continue to raise expectations for students through acknowledgements and celebrations. We will communicate effectively and proactively with stakeholders through morning announcements, targeted social media posts, and Skylert communications. We will work to anticipate needs and areas of concerns in order to respond accordingly to protect instructional time and overall safety. School leaders will be accessible and visible throughout the school day to ensure constant communication with faculty and staff as well as students.

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

Through strategic internships, we will work with local colleges and universities to develop and build the talent pool of future educators. School counselors, mental health counselors, and social workers will work closely with local agencies and organizations to seek out resources for students and families in need. The Wadsworth Parent Teacher Organization will work diligently with community partners to create a strong and vibrant circle of support for our school.