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Lewis E. Wadsworth Elementary

4550 BELLE TERRE PKWY, Palm Coast, FL 32164

www.flaglerschools.com

Demographics

Principal: Anna Crawford

Start Date for this Principal: 7/25/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-6
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	68%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: B
School Grades History	2017-18: C 2016-17: C 2015-16: B 2014-15: A 2013-14: A
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Dustin Sims
Turnaround Option/Cycle	
Year	

Support Tier	NOT IN DA
ESSA Status	TS&I
* 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.

Part I: School Information

School Mission and Vision

Provide the school's mission statement

Mission: A mission statement provides an overview of the group's plans to realize that vision by identifying the service areas, target audience, and values and goals of the organization

Wadsworth Elementary School staff and students are committed to having:

- A Positive attitude
- Understanding the differences in others
- Being Ready, set, and prepared for learning and
- Being a Respectful responsible student

This motto, PURR, serves us in all aspects of our day. We believe that all members of our school community: students, staff, teachers, and parents should try their best to model and exude these attributes all day, every day.

Wadsworth Elementary School is committed to supporting our district mission: Flagler 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"

As a school who has identified areas of growth and development, we are working hard to develop a school vision and mission, that will identify us as a school who lives to meet and exceed the district mission and vision. We have an opportunity with new leadership and data to develop this saying.

Provide the school's vision statement

Vision: A vision statement expresses an organization's optimal goal and reason for existence

District 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.

As a school who has identified areas of growth and development, we are working hard to develop a school vision and mission, that will identify us as a school who lives to meet and exceed the district mission and vision.

We have an opportunity with new leadership and data to develop this saying.

This school year, WES is using the slogan, "#WEgrow" This is an ongoing, year long project, where teachers, staff, and students pay attention to numerical data that assists them in reaching our learning gains goals. When we ask a teacher or class to tell us what growth means to us, they can relate back to a goal they are trying to meet, therefore making better educational decisions throughout the year, and monitoring data effectively.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Crawford, Anna	Principal	<p>Our school leadership meets weekly to focus on instructional leadership practices and shared decision making that supports teachers and students, The roles and responsibilities of the members include:</p> <ul style="list-style-type: none"> -Provide leadership and coaching to empower critical thinkers, enthusiastic readers and ethical use of information. -Develop and build student rapport and model positive relationships with teachers and students. -Enhance the culture and climate of the school by focusing on the mission and vision. -Develop and implement a Student Services Team that provides links to community mental health resources and targeted support and intervention.
Terry, Fred	Assistant Principal	<ul style="list-style-type: none"> -Ensure safety and security of campus and students. -Supporting classroom management practices in the classroom. -Develop and implement a Student Services Team that provides links to community mental health resources and targeted support and intervention.
Lagocki, Fran	Instructional Coach	<ul style="list-style-type: none"> -Provide targeted instructional coaching with all teachers and a focus on new teachers in the the Florida Standards and school goals.
Lloyd-Miller, Rashawnda	Guidance Counselor	<ul style="list-style-type: none"> -Engage and interact with the school community in a positive manner. -Serve on the Student Services Support Team that provides links to community mental health resources and targeted support and intervention. -Provides focused small groups for students to assist with student social emotional needs.
Ripley, Robert	Dean	<ul style="list-style-type: none"> Monitor and Intervene with Early Warning Systems. Provide targeted behavior support through MTSS process. Supporting classroom management practices in the classroom.
Keeling, Marcy	Assistant Principal	<ul style="list-style-type: none"> Provide leadership and coaching to empower critical thinkers, enthusiastic readers and ethical use of information. -Develop and build student rapport and model positive relationships with teachers and students.
Ossler, Tara	Instructional Coach	<ul style="list-style-type: none"> -Provide targeted instructional coaching with all teachers and a focus on new teachers in the the Florida Standards and school goals.

Name	Title	Job Duties and Responsibilities
Carroll, Jennifer	Other	Provide targeted academic support through MTSS process. Monitor and Intervene with Early Warning Systems.
Majewski, Katie	Guidance Counselor	-Engage and interact with the school community in a positive manner. -Serve on the Student Services Support Team that provides links to community mental health resources and targeted support and intervention. -Provides focused small groups for students to assist with student social emotional needs.
Johnson, Lyndon	Dean	Monitor and Intervene with Early Warning Systems. Provide targeted behavior support through MTSS process. Supporting classroom management practices in the classroom.

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	120	120	139	119	128	146	168	0	0	0	0	0	0	940
Attendance below 90 percent	21	13	12	7	13	19	17	0	0	0	0	0	0	102
One or more suspensions	0	8	9	7	15	16	20	0	0	0	0	0	0	75
Course failure in ELA or Math	0	0	0	1	22	20	12	0	0	0	0	0	0	55
Level 1 on statewide assessment	0	0	0	1	26	47	59	0	0	0	0	0	0	133

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	2	1	3	22	29	29	0	0	0	0	0	0	86

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	5	5	3	7	9	8	0	0	0	0	0	0	39
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

71

Date this data was collected or last updated

Sunday 8/25/2019

Prior Year - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	21	20	16	27	21	26	24	0	0	0	0	0	0	155
One or more suspensions	60	5	5	8	3	13	19	0	0	0	0	0	0	113
Course failure in ELA or Math	0	11	2	13	3	4	0	0	0	0	0	0	0	33
Level 1 on statewide assessment	0	0	0	20	41	52	26	0	0	0	0	0	0	139

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	220	19	10	40	60	69	70	0	0	0	0	0	0	488

Prior Year - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	21	20	16	27	21	26	24	0	0	0	0	0	0	155
One or more suspensions	60	5	5	8	3	13	19	0	0	0	0	0	0	113
Course failure in ELA or Math	0	11	2	13	3	4	0	0	0	0	0	0	0	33
Level 1 on statewide assessment	0	0	0	20	41	52	26	0	0	0	0	0	0	139

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	220	19	10	40	60	69	70	0	0	0	0	0	0	488

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	59%	63%	57%	56%	58%	56%
ELA Learning Gains	61%	60%	58%	54%	54%	55%
ELA Lowest 25th Percentile	54%	53%	53%	38%	43%	48%
Math Achievement	61%	66%	63%	62%	65%	62%
Math Learning Gains	58%	62%	62%	57%	59%	59%
Math Lowest 25th Percentile	43%	49%	51%	43%	48%	47%
Science Achievement	48%	55%	53%	49%	56%	55%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	K	1	2	3	4	5	6	
Number of students enrolled	120 (0)	120 (0)	139 (0)	119 (0)	128 (0)	146 (0)	168 (0)	940 (0)
Attendance below 90 percent	21 (21)	13 (20)	12 (16)	7 (27)	13 (21)	19 (26)	17 (24)	102 (155)
One or more suspensions	0 (60)	8 (5)	9 (5)	7 (8)	15 (3)	16 (13)	20 (19)	75 (113)
Course failure in ELA or Math	0 (0)	0 (11)	0 (2)	1 (13)	22 (3)	20 (4)	12 (0)	55 (33)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	1 (20)	26 (41)	47 (52)	59 (26)	133 (139)

Grade Level Data

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

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	63%	68%	-5%	58%	5%
	2018	57%	62%	-5%	57%	0%
Same Grade Comparison		6%				
Cohort Comparison						
04	2019	56%	60%	-4%	58%	-2%
	2018	57%	58%	-1%	56%	1%
Same Grade Comparison		-1%				
Cohort Comparison		-1%				
05	2019	48%	58%	-10%	56%	-8%
	2018	44%	54%	-10%	55%	-11%
Same Grade Comparison		4%				
Cohort Comparison		-9%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	64%	62%	2%	54%	10%
	2018	60%	56%	4%	52%	8%
Same Grade Comparison		4%				
Cohort Comparison		20%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	72%	72%	0%	62%	10%
	2018	67%	69%	-2%	62%	5%
Same Grade Comparison		5%				
Cohort Comparison						
04	2019	50%	60%	-10%	64%	-14%
	2018	56%	63%	-7%	62%	-6%
Same Grade Comparison		-6%				
Cohort Comparison		-17%				
05	2019	44%	58%	-14%	60%	-16%
	2018	52%	59%	-7%	61%	-9%
Same Grade Comparison		-8%				
Cohort Comparison		-12%				
06	2019	74%	67%	7%	55%	19%
	2018	64%	65%	-1%	52%	12%
Same Grade Comparison		10%				
Cohort Comparison		22%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	45%	53%	-8%	53%	-8%
	2018	47%	54%	-7%	55%	-8%
Same Grade Comparison		-2%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
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						

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 2016-17	C & C Accel 2016-17
WHT	65	62	55	63	58	41	55				
FRL	53	59	51	56	55	44	37				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	21	32	23	24	36	34	17				
ELL	42	39		56	39						
ASN	67	50		100	60						
BLK	37	44	38	42	48	32	28				
HSP	60	58	38	55	57	47	44				
MUL	63	52		72	56						
WHT	58	56	35	66	60	49	56				
FRL	51	51	35	58	55	39	45				

ESSA Data

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

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	57
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	71
Total Points Earned for the Federal Index	455
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	40
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	68
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	67
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	43
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	56
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	63
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students 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
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	59
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	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

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

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

The component with the lowest performance was grade five math with only 44 percent of students **proficient**. This component saw an 8 percent decline from prior year scores. This cohort of students has seen declines over the last two school years when compared to self, district, and state. **Since 2018 this cohort has declines in performance at a -12 percent rate. Compared with the district, this cohort has a -14 percent decline. Compared with the state, this cohort has a -16% decline.** Changes in instructional personal occurred mid-year contributing to declines in academic performance for this cohort. Additionally, changes in curriculum resources acted as a contributing factor.

I don't think you need these sentences

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

The component with the greatest decline in performance was grade five math with only 44 percent of student **proficient** in 2019 while 52 percent of student had **proficient** scores in 2018, accounting for an eight percent decline from prior year. Changes in instructional personal occurred mid-year contributing to declines in academic performance for this cohort. Additionally, changes in curriculum resources acted as a contributing factor.

proficient is, by state designation, a level 4.

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

The component that had the greatest gap when compared to the state average was grade five math. Only 44 percent of students in grade five were **proficient** at the school level while 60 percent of students in the same category were **proficient** at the state level. The gap between school and state accounted for a 16 point discrepancy. Changes in instructional personal occurred mid-year contributing to declines in academic performance for this cohort. Additionally, changes in curriculum resources acted as a contributing factor.

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

The data component showing the most improvement was grade six math with a 10 point gain between the 2018 and 2019 school year increasing **proficiency** levels from 64 percent to 74 percent. This group has had consistency in instructional personnel leading to curriculum knowledge as well as organized intervention planning.

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

Two potential areas of concern include grade four and five math. In grade four math proficiency dropped from 56 percent to 50 percent. This drop in proficiency is indicated in 47 students scoring at level 1 in the current fifth grade population. Grade five also showed decreased proficiency from 52 percent proficient to 44 percent. Similarly, declining proficiency correlated with 59 students scoring a level 1 in the current sixth grade population. Both grades four and five will require targeted math support.

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

1. Students with disability (SWD) proficiency percentages and learning gains percentages.
2. Grades 4 and 5 math proficiency (level 3 or higher).
3. Lowest Quartile English Language Arts (ELA) learning gains percentages

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Literacy & High Expectations
Rationale	With the Learning-Focused Instructional Framework, teachers purposefully focus instruction on how their students will meet or exceed grade level expectations, how they will increase the use and application of Higher Order Thinking, and how to apply research-based and evidence-based strategies and practices that personalize the curriculum for every student.
State the measurable outcome the school plans to achieve	<p>If we implement school wide lesson plans that include the various elements of the Learning Focused template (i.e. essential questions, higher order thinking questions and vocabulary instruction) then student achievement in ELA and Math will increase as measured using I Ready Diagnostic results from windows 1-3. Additionally, this will be monitored and refined through bi-weekly review of lesson plans looking for evidence of data-driven differentiated instruction. Teacher attendance in weekly collaborative planning sessions to gain knowledge of evidenced-based backward planning strategies allows for monitoring of focused instruction. Classroom visits with school wide feedback will provide measurement of implementation of learning focused frameworks.</p>
Person responsible for monitoring outcome	<p>Anna Crawford (crawfordan@flaglerschools.com)</p> <div style="border: 1px solid red; padding: 5px; margin-top: 10px;"> <p>This doesn't read a measurable outcome. What can you measure that will show an increase toward your goal. What is the goal (a number)?</p> </div>
Evidence-based Strategy	<ol style="list-style-type: none"> 1. Communicate to teachers the expectations of lesson plans (use of Learning Focused template items) and provide support through weekly collaborative planning meetings facilitated by academic coaches. 2. Biweekly review of lesson plans by administration to ensure components are included in and provide assistance to teachers that need support. 3. Administration and academic coaches will conduct assigned teacher classroom visits and provide specific and school-wide feedback. 4. Provide formal and informal professional development opportunities based on deficiencies. 5. Monitor I Ready Diagnostic data for increased performance trends from window 1 to 3.
Rationale for Evidence-based Strategy	<p>Monitoring the use of Learning-Focused Instructional framework model of lesson planning will provide a structure for teachers to adequately monitor data and ensure that planned lessons meet the needs of all learners and meet or exceed the rigor of the standards. Classroom visits provide opportunities for administration and instructional coaches to see evidence of planning in action.</p> <div style="border: 1px solid red; padding: 5px; margin-top: 10px;"> <p>This isn't a rationale; I believe LF has research this; you may want to quote them here as the reason you're doing it.</p> </div>
Action Step	
Description	<ol style="list-style-type: none"> 1. Progress Monitoring three times a year (Fall, Winter, Spring using the iReady ELA & Math Diagnostic Tool. Based on this information, leadership team and teachers will identify student needs and adjust differentiated instruction accordingly. 2. Conduct weekly collaborative planning sessions to gain knowledge of evidenced-based backward planning strategies with academic coaches. 3. Establish a bi-weekly schedule for administration to evaluate lesson plans for essential questions, higher order thinking questions and vocabulary

instruction, differentiated instruction.

4. Keep records of classroom visits and feedback provided.

**Person
Responsible**

Anna Crawford (crawfordan@flaglerschools.com)

#2	
Title	Early Warning Systems
Rationale	Early Warning Systems serves as a tool for identification of students that struggle in four target areas and can be used to provide targeted intervention either behaviorally or academically or both. Many of our EWS indicated students typically fell in our Lowest 25th Percentile. By implementing consistent and continued monitoring, we can identify students that show early warning indicators to ensure that we are effectively providing an appropriate intervention.
State the measurable outcome the school plans to achieve	<p>In weekly student service meetings the leadership team discusses and monitors attendance rates, suspension rates, and supports for students scoring at the level 1 on FSA or failure in ELA and math courses. Through consistently monitoring and problem-solving based on data, the team will see a decrease of total discipline referrals written contributing to the total number of days that students are out of school for suspension as well as the total number of overall absences. Continuous monitoring of the correlation between students scoring level 1 on FSA, D and F reports from skyward, and the level of services provided to those students through MTSS, ELL, ESE, and small group differentiation.</p> <p style="border: 1px solid red; padding: 2px;">Same issue; what is being measured and what is the goal?</p>
Person responsible for monitoring outcome	Fred Terry (terryf@flaglerschools.com)
Evidence-based Strategy	In weekly student service meetings the leadership team to discuss and monitors attendance rates, suspension rates, and supports for students scoring at the level 1 on FSA or failure in ELA and math courses.
Rationale for Evidence-based Strategy	<p>In weekly student service meetings a dedicated time is set to review the students identified by the EWS indicators and ensure that we are effectively providing an appropriate intervention.</p> <p style="border: 1px solid red; padding: 2px;">Not a true rationale, see previous comments on the last focus area.</p>
Action Step	
Description	<ol style="list-style-type: none"> 1. Communicate to teachers what EWS indicators are and students that are identified through this system. 2. Develop a Student Service Team to include Guidance, School Psychologist, Administration, Behavior Interventionists, MTSS Coordinator. 3. Hold weekly Student Service Meeting with an outlined agenda to review EWS student indicators and provide targeted direction for those students to include entry into academic support systems and Mental Health Referrals. 4. Review D/F Reports, Growth Monitoring/Diagnostic Reports from iReady, attendance reports from MIS, and Suspension reports MIS. 5. Determine the appropriate intervention support and communicate with the staff associated with the specific student need.
Person Responsible	Fred Terry (terryf@flaglerschools.com)

#3	
Title	Graduation Rate & FPPI Subgroups
Rationale	It is important to set a strong foundation for academic success at the elementary level for continued success towards the long term goal of graduation. At the elementary level, this is done by students working towards gaining proficiency on State tested subject areas. By focusing on the Learning Focused Instructional Framework as a support, teachers will strategically plan lessons focused on the depth of knowledge required for each state standard.
State the measureable outcome the school plans to achieve	If we implement school-wide Learning Focused Implementation Plan that includes coaching on the various elements of the Learning Focused implementation plan (lesson plans, distributed summarizing, writing, graphic organizers, vocabulary instruction, H.O.T Questions, Text Structure and Rubrics) for all grade levels, then student proficiency on I Ready and FSA in ELA and Math will increase.
Person responsible for monitoring outcome	<div style="border: 1px solid red; padding: 2px; display: inline-block;">increase to what extent?</div> Marcy Keeling (keelingm@flaglerschools.com)
Evidence-based Strategy	A school-wide Learning Focused model for strategic planning should lead to increased proficiency by students in English Language Arts and Math as determined by I Ready and FSA data.
Rationale for Evidence-based Strategy	A focus on strategic planning will lead to increased proficiency by students in English Language Arts and Math as determined by I Ready and FSA data.
Action Step	<div style="border: 1px solid red; padding: 2px; display: inline-block;">So this almost makes it as a rationale; Something like - "Prior analysis of iReady data from the 2018-19 school showed this strategy has a positive impact" would work.</div>
Description	<ol style="list-style-type: none"> 1. Communicate to teachers the expectations of the Learning Focused Implementation Plan and provide support through weekly collaborative planning meetings facilitated by academic coaches. 2. A professional development schedule that includes data analysis and data driven action plans. 3. Administration and academic coaches will conduct learning walks to monitor implementation of Learning Focused strategies. 4. Provide formal and informal specific professional development opportunities based on deficiencies.
Person Responsible	Marcy Keeling (keelingm@flaglerschools.com)

#4	
Title	Acceleration
Rationale	At the elementary level, it is important to monitor and provide acceleration opportunities to students that perform above the proficiency rate in progress monitoring and standardized assessment. We will focus on grouping students to provide acceleration opportunities within the flagship program: STEM and DREAMS.
State the measureable outcome the school plans to achieve	If we implement accelerated classroom profiles for high achieving students, then student learning gains in ELA, Math & Science will increase as measured by I Ready Diagnostic Assessment and FSA. This will be implemented as the DREAMS program (Kinder to 5th Grade) and the STEM Focused classrooms in Grades 4,5 and 6. Sixth grade has advanced classes to meet the secondary criteria.
Person responsible for monitoring outcome	Marcy Keeling (keelingm@flaglerschools.com)
Evidence-based Strategy	Students will be identified and grouped into one of the two acceleration opportunities (STEM and DREAMS).
Rationale for Evidence-based Strategy	By providing these two acceleration opportunities for high-achieving students we are providing a more rigorous academic setting with advanced curriculum and content expectations.
Action Step	
Description	<ol style="list-style-type: none"> 1. Communicate to teachers the expectations of the DREAMS Classrooms and STEM Focused Classrooms and provide support through regular collaborative planning meetings facilitated by academic coaches. 2. Utilize the Learning-Focused Professional Development support to guide coaching with teachers. 3. Administration and academic coaches will conduct learning walks to review implementation strategies for DREAMS Classrooms and STEM Focused Classrooms. 4. Analyze learning gains from I Ready Diagnostic assessments and FSA for the specified populations to modify programs if needed. 5.
Person Responsible	Marcy Keeling (keelingm@flaglerschools.com)

I get what is being said but learnings are different for iReady which has "typical growth"; FSA has learning gains and they are different metrics.

I think this just needs a bit more to make it a rationale; what has been shown to work - source?

#5	
Title	Students with Disabilities
Rationale	Research has shown that specific research-based instructional practices have proven to be effective when teaching students with disabilities. Implementing these specific instructional practices will address their individual learning needs and increase their achievement across content areas.
State the measurable outcome the school plans to achieve	If we implement research-based practices, (i.e. control of task difficulty, teaching in small, interactive groups, using "think alouds", advanced organizers/activate prior knowledge, teach self monitoring, present learning in multiple ways, teach memory strategies, use student interests, collaborate with IEP team), to teach students with disabilities for all grade levels, then student achievement in ELA, Math, and Science will increase. This will be monitored through weekly collaborative planning PLC's, biweekly review of lesson plans, and classroom visits with schoolwide feedback.
Person responsible for monitoring outcome	Marcy Keeling (keelingm@flaglerschools.com)
Evidence-based Strategy Rationale for Evidence-based Strategy	<p>Implementing research-based practices for students with disabilities should lead to increased proficiency by students with disabilities in English Language Arts, Math, and Science as determined by I Ready and FSA data.</p> <p>A focus on research-based practices for students with disabilities will lead to increased proficiency by students with disabilities in English Language Arts, Math, and Science as determined by I Ready and FSA data.</p>
Action Step	Same issue as noted previously.
Description	<ol style="list-style-type: none"> 1. Provide classroom teachers with copy of students current IEP. Classroom teacher and Support Facilitator will collaborate to ensure that they understand the student's academic and/or social/emotional goals as well as their accommodations for classroom assignments/assessments and standardized assessments so that they are being addressed and met by both teachers. 2. Progress Monitoring three times a year (Fall, Winter, Spring using the iReady ELA & Math Diagnostic Tool. Based on this information, leadership team and teachers will identify student needs and adjust differentiated instruction accordingly. 3. Conduct weekly collaborative planning sessions to gain knowledge of evidenced-based backward planning strategies with academic coaches. 4. Establish a bi-weekly schedule for administration to evaluate lesson plans for research-based practices. 5. Keep records of classroom visits and feedback provided.
Person Responsible	Marcy Keeling (keelingm@flaglerschools.com)

as measured by what?
What is the goal for the increase?

Implementing research-based practices for students with disabilities should lead to increased proficiency by students with disabilities in English Language Arts, Math, and Science as determined by I Ready and FSA data.

A focus on research-based practices for students with disabilities will lead to increased proficiency by students with disabilities in English Language Arts, Math, and Science as determined by I Ready and FSA data.

Same issue as noted previously.

Additional Schoolwide Improvement Priorities (optional)

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

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Wadsworth Elementary School's parents and faculty believe it is our mission to create successful, achieving students. We will accomplish this by working together to understand and use successful learning strategies, both when presenting challenging, yet engaging academic instruction in the classroom, and practicing newly learned material at home.

The administrators of Wadsworth Elementary School, along with the Title 1 Advisory Council, are responsible for the planning, review, and improvement of the school-based Title 1 program. We will invite all parents to join the Title 1 Advisory Council throughout the school year. The Title 1 Advisory Council will meet throughout the year, on the same dates as the Parent-Teacher Organization and the School Advisory Council, to gather input from, and involve, parents in the development of the required plans. Parental input will be documented through meeting minutes, agendas and sign-in sheets. To encourage greater parent participation, Title I Advisory Council meetings will be scheduled to best meet the needs of the parents (SAC & TAC.) Childcare will be provided for families, as well as dinner provided.

Social Media Alerts and home visits can be provided to parents who want to be involved with their child's educational program. We use the School Website to include all school reminders for everything parents might need. We also send home communications to parents in their home language and have interpreters to assist at meetings, so they can be involved.

We host multiple events, including STREAM nights, open houses etc. These are evenings where students can bring in their parent to not only showcase the hard work and success of the learner, but involve their family in the process by giving the student a voice to share the educational process, wherein the learner may deepen their knowledge by teaching it to their parent.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

- School Psychologist- The school has a school psychologist housed on campus. This staff member is important to students, but also to teachers and other faculty in regards to training, assisting with student needs, and problem solving with support teams.
- School Counselors- Short term/Crisis counseling is available to all students based on teacher or parent referral. Counseling lessons are also available at teacher's request. The counselors prepare plans for the school based on school expectations and needs annually. Anxiety, grief, social skills, relational aggression, and problem solving groups are provided to students who show a need for mental health services.
- Behavior Interventionist- 2 full time behavior interventionists and support to staff with behavior MTSS, Behavior PMP's, classroom fidelity of PBS and classroom management plan.
- Behavior Specialist- A part time behavior specialist will work with ESE cluster, and other students as needed, to assist in behavior tracking and interventions/supports needed for the student to be academically successful.
- All tier 2 and higher behavior students are assigned a mentor, as well as non-tiered students, through our county office at parent request or if staff sees need.
- Through our mentor program, teachers meet with identified children on a weekly basis to build trust with the student, so that teachers can help with conflict resolution, counseling, and providing behavior strategies as needed. Mentors are encouraged to make contact by: positive notes to student, certificate of improvement, having lunch with the student, special snack during lunch visit, helping in the classroom, create a hallway bulletin board, positive phone call/letter home, positive note to Homeroom teacher, playing learning games, walk campus, read together, homework help, happy visits to guidance or admin office.

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

Kindergarten registration: We invite parents and preschool students to come and tour the school, talk with a bus drivers and ride a school bus, visit our cafeteria, and speak with teachers and administration. We also provide materials that parents can take home. This allows parents an opportunity to work with their child over the summer on skills necessary to become successful students.

Onsite VPK: This will allow us to start working with students at the age of four, as well as to provide vertical planning and collaboration times between the pre-k and kindergarten teachers. Further, by being in the school a year prior to kindergarten, the students are learning the rules and procedures for school to help make the transition seamless. The expectations for the VPK program are high and work to target the skills that students will need to be able to meet the Florida expectations in kindergarten.

Kindergarten placement program: Students came in staggered start and were immediately tested on letters, numbers, counting, and sounds. We were able to have concrete data that our teachers can use to prepare for the MTSS process about 6 weeks sooner than in years past. We invite families in over the summer to also assess and build an advanced class based on assessment data.

We have a middle school that connects to our elementary school. The majority of our students go to this school so at the end of the year, students go over and visit. Teachers and Administrators collaborate throughout the year helping to make the transition seamless for these students.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Our MTSS Team meets with teachers monthly to review data and monitor student progress/ behaviors. During this time we discuss interventions in place for each student and groups of students and if they are effective. In the event that the interventions are not effective, the team then comes up with a new plan based on data and diagnostic information. As part of the MTSS team we routinely look at the goals set for the school for the year and make sure that we are on track to exceed them.

We monitor data in order to evaluate the effectiveness of instruction and resources towards meeting the expectations of the Florida Standards. We also provide professional development focusing on instructional and behavioral strategies that raise student achievement as evidenced by strategic planning with district office, exploration of schoolwide data and teacher needs.

The Title I coordinator meets with all of the schools that will be served under Title I, Part A, and discuss the results of their Comprehensive Needs School Assessment. Title I teachers are included in any district offerings under Titles II A, II B, III, and IV for professional development activities.

Parent Involvement activities are developed in collaboration with Title III requirements and IDEA requirements, so that Title I, ELL and ESE parents have more opportunities for workshops and collaborative involvement. A minimum of five parent involvement activities were held by Title I. Title I and Title II A will allow for the training to support these programs.

Youth at-risk and/or economically disadvantaged in an elementary school served by Title I would have services available to them through the Title I funding. The District Curriculum Specialists also work with individual schools on data disaggregation, prescriptive and programmatic planning, and fidelity of implementation of the K-12 strategic plan.

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

C2G- Commitment to Graduate: Each class shall be recognized as the "Class of..." Each class has a banner that follows them, hanging in the hallway. This is a visual reminder that we are committed to their success and graduation from high school, even in Kindergarten. We encourage parents and families to have conversations with their students surrounding graduation. Each awards assembly we revisit the Commitment and remind students of their bright future.

We also focus on students in Kindergarten and first grade earning learning goals in reading and high frequency words through visual banners that students sign as they complete each step of the goals.

Part V: Budget

1	III.A	Areas of Focus: Literacy & High Expectations	\$203,379.65
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	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	0000	120-Classroom Teachers	0131 - Lewis E. Wadsworth Elementary	Title, I Part A		\$94,405.50
			<i>Notes: 2 Support Facilitators: Work with small groups of students (intensive reading/math Tier 3 reading and math in grades K-6)</i>			
	0000	130-Other Certified Instructional Personnel	0131 - Lewis E. Wadsworth Elementary	Title, I Part A		\$51,873.15
			<i>Notes: Math/Science Coach (K-6)</i>			
	0000	150-Aides	0131 - Lewis E. Wadsworth Elementary	Title, I Part A		\$20,011.00
			<i>Notes: Paraprofessional/Teacher Aide-support the teacher in the small group from grades K-6 in core content areas.</i>			
	6400	120-Classroom Teachers	0131 - Lewis E. Wadsworth Elementary	Title, I Part A		\$11,000.00
			<i>Notes: Tutoring for students</i>			
	6400	120-Classroom Teachers	0131 - Lewis E. Wadsworth Elementary	Title, I Part A		\$4,900.00
			<i>Notes: Subs for PD Progress monitoring/individualized PD for Teachers</i>			
	6400	160-Other Support Personnel	0131 - Lewis E. Wadsworth Elementary	Title, I Part C		\$1,050.00
			<i>Notes: Training Paraprofessionals for small group instruction</i>			
	5100	590-Other Materials and Supplies	0131 - Lewis E. Wadsworth Elementary	Title, I Part A		\$2,500.00
			<i>Notes: Training materials and supplies for PD for LF instructional strategies, math & science instructional strategies and coaching</i>			
	5100	590-Other Materials and Supplies	0131 - Lewis E. Wadsworth Elementary	Title, I Part A		\$17,640.00
			<i>Notes: Wilson's Foundations Grades K-1 Phonics for Reading through Curriculum Associates (level 1,2,3) Stams/Stams Solve Math (1-6) through Curriculum Associates STARs Intervention through Curriculum Associates (2-6) Passwords Science Vocabulary Books (4th, 5th) Phonics for Reading (student books and TE Level 2) Accessing Complex Texts (ACT) 6th grade student books Headphones iReady small group R&M (K-6)</i>			
2	III.A	Areas of Focus: Early Warning Systems				\$57,973.15
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	0000	120-Classroom Teachers	0131 - Lewis E. Wadsworth Elementary	Title, I Part A		\$51,873.15
			<i>Notes: Behavior Interventionist</i>			
	6130	120-Classroom Teachers	0131 - Lewis E. Wadsworth Elementary	Title, I Part A		\$2,500.00
			<i>Notes: Trauma Informed Care Training</i>			
	6400	120-Classroom Teachers	0131 - Lewis E. Wadsworth Elementary	Title, I Part A		\$600.00
			<i>Notes: ELlevation training for platform and strategies</i>			

	0000	369-Technology-Related Rentals	0131 - Lewis E. Wadsworth Elementary	Title, I Part A		\$500.00
			<i>Notes: Title One Crate-online monitoring and compliance software</i>			
	6400	120-Classroom Teachers	0131 - Lewis E. Wadsworth Elementary	Title, I Part A		\$2,500.00
			<i>Notes: Training materials & supplies for PD for classroom management, behavior strategies coaching and support.</i>			
3	III.A	Areas of Focus: Graduation Rate & FPPI Subgroups				\$0.00
4	III.A	Areas of Focus: Acceleration				\$0.00
5	III.A	Areas of Focus: Students with Disabilities				\$0.00
					Total:	\$261,352.80