



Pinellas County Schools

WALSINGHAM OAKS K-8

A word cloud graphic featuring various educational terms in blue and yellow. The largest words are 'students', 'school improvement', 'learning', and 'leadership'. Other prominent words include 'mission', 'success', 'teaching', 'relationships', 'instruction', and 'growth'. Smaller words include 'ambitious', 'analysis', 'striving', 'achievement', 'resources', 'areas of focus', 'vision', 'collaboration', 'supportive environment', 'family and community involvement', 'needs assessment', 'strategic planning', and 'college and career'. The Pinellas County Schools logo, which depicts a sun rising over a path leading to a graduation cap, is positioned on the left side of the word cloud.

2025-26 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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 Department 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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

To inspire learning, build character, spark innovation and support every student's success in a safe and caring environment.

Provide the school's vision statement

100% Student Success

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Jodi Leichman

leichmanj@pcsb.org

Position Title

Principal

Job Duties and Responsibilities

*Develops, implements, and evaluates school goals and objectives reflecting district and state goals

*Develops, implement and evaluates School Improvement Plan (SIP) and School-wide Discipline Plan

*Develops and manages a Center of Excellence on 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., PTA, School Advisory Committee, Athletics, Extra-Curricular, Co-Curricular)
- *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

Leadership Team Member #2

Employee's Name

Meghan Massie

massieme@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

- *Develops, implements, and evaluates school goals and objectives reflecting district and state goals
- *Develops, implement and evaluates School Improvement Plan (SIP) and School-wide Discipline Plan
- *Develops and manages a Center of Excellence on 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., PTA, School Advisory Committee, Athletics, Extra-Curricular, Co-Curricular)
- *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

Leadership Team Member #3

Employee's Name

Dr. LaWanda Johnson

johnsonlawa@pcsb.org

Position Title

Assistant Principal

Job Duties and Responsibilities

*Develops, implements, and evaluates school goals and objectives reflecting district and state goals

*Develops, implement and evaluates School Improvement Plan (SIP) and School-wide Discipline Plan

*Develops and manages a Center of Excellence on 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., PTA, School Advisory Committee, Athletics, Extra-Curricular, Co-Curricular)

*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

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. §

6314(b)(2), ESEA Section 1114(b)(2).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The staff input for the SIP development process during PLCs and curriculum meetings in May of 2025. The fourth and fifth graders who attended the Student Leadership Summit added questions to their surveys given schoolwide to students that were used to gather input for the School Improvement Plan. The parent climate survey allowed us to gather input used in creating the SIP.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Improvement goals and action steps are the foundation for our PLC weekly meetings. All conversations and decisions align to assessment data results in all academic areas. These results show us our gaps and how our action steps are assisting us in meeting our goals. Staff bring documentation of authentic student work to determine which strategies are successful and which need to be revised for continuous improvement.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-6
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: A 2021-22: B 2020-21: C

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 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	
School Enrollment	77	114	107	129	113	142	91	0	0	773
Absent 10% or more school days	0	39	29	42	25	31	22	0	0	188
One or more suspensions	0	0	0	1	1	2	0	0	0	4
Course failure in English Language Arts (ELA)	0	0	0	6	3	1	3	0	0	13
Course failure in Math	0	0	0	2	3	6	1	0	0	12
Level 1 on statewide ELA assessment	0	1	35	54	24	11	0	0	0	125
Level 1 on statewide Math assessment	0	8	19	31	11	19	13	0	0	101
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	1	6	13	3	0	0	0	0	23
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	4	13	11	8	0	0	0	0	36

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	6	10	20	12	22	5	0	0	75

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	3	0	0	0	0	0	3
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		10	17	21	19	20				87
One or more suspensions				2	2	1				5
Course failure in English Language Arts (ELA)				8	1	5				14
Course failure in Math				7	2	2				11
Level 1 on statewide ELA assessment				2	3	17				22
Level 1 on statewide Math assessment				1	6	12				19
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)		11	12	4						27
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	4	3	5	20	17					49

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		1	1	5	8	11				26

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year				2						2
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	64	64	59	66	61	57	52	54	53
Grade 3 ELA Achievement	69	67	59	76	63	58	51	54	53
ELA Learning Gains	59	62	60	68	64	60			
ELA Lowest 25th Percentile	70	59	56	68	62	57			
Math Achievement*	68	69	64	68	66	62	66	61	59
Math Learning Gains	57	67	63	59	68	62			
Math Lowest 25th Percentile	45	56	51	49	58	52			
Science Achievement	75	70	58	76	69	57	68	62	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	76	67	63	73	65	61	44	64	59

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	65%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	583
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
65%	67%	59%	58%	51%		54%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	50%	No		
English Language Learners	53%	No		
Black/African American Students	49%	No		
Hispanic Students	61%	No		
Multiracial Students	59%	No		
White Students	66%	No		
Economically Disadvantaged Students	58%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	64%	69%	59%	70%	68%	57%	45%	75%					76%
Students With Disabilities	44%	46%	48%		49%	42%	27%	60%					83%
English Language Learners	43%		50%	60%	53%	50%	40%						76%
Black/African American Students	69%		60%		38%	30%							
Hispanic Students	59%	68%	49%	58%	65%	51%	42%	82%					74%
Multiracial Students	53%		58%		59%	67%							
White Students	68%	71%	63%	78%	74%	61%	42%	71%					
Economically Disadvantaged Students	53%	60%	52%	67%	55%	49%	38%	65%					79%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	66%	76%	68%	68%	68%	59%	49%	76%					73%
Students With Disabilities	65%	83%	79%	80%	54%	67%	55%	91%					
English Language Learners	66%	62%	84%		59%	74%		70%					73%
Black/African American Students	58%		67%		58%	67%	50%	45%					
Hispanic Students	59%	65%	64%	50%	61%	58%	46%	69%					65%
Multiracial Students	87%				53%								
White Students	68%	83%	69%	76%	75%	59%	46%	83%					
Economically Disadvantaged Students	63%	75%	75%	81%	64%	63%	41%	73%					77%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	52%	51%			66%			68%					44%
Students With Disabilities	40%	44%			54%								
English Language Learners	47%	15%			53%								59%
Black/African American Students	36%				44%								
Hispanic Students	50%	41%			56%			63%					65%
Multiracial Students	57%				79%								
White Students	52%	59%			73%			70%					
Economically Disadvantaged Students	41%	38%			55%			64%					65%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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.

SUBJECT	GRADE	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	68%	65%	3%	57%	11%
ELA	4	63%	62%	1%	56%	7%
ELA	5	58%	61%	-3%	56%	2%
Math	3	63%	68%	-5%	63%	0%
Math	4	77%	68%	9%	62%	15%
Math	5	59%	65%	-6%	57%	2%
Science	5	72%	67%	5%	55%	17%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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

This school year will be the inaugural year for Walsingham Oaks. In reviewing the data for both schools that are merging, the areas that were the highest for both schools were Science as 75% proficiency for one school and 71% proficient for the other school. Both schools implemented targeted, small group intervention based on student's defecits to close any instructional gaps.

Lowest Performance

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

This school year will be the inaugural year for Walsingham Oaks. In reviewing the data for both schools that are merging, the areas that were the lowest for Walsingham was 3rd grade ELA. The lowest area for Southern Oak was ELA. Both schools implemented targeted, small group intervention based on student's defecits to close any instructional gaps.

Greatest Decline

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

This school year will be the inaugural year for Walsingham Oaks. We will be reviewing each time our school completes progress monitoring to ensure that we intervene quickly and immediately for any areas that show a decline from the prior progress monitoring period.

Greatest Gap

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.

This school year will be the inaugural year for Walsingham Oaks. We will be assessing the data after each progress monitoring period to ensure we do not exhibit any learning gaps overall or for any identified subgroup of students. If gaps become evident, the Instructional Leadership Team will collaborate with the grade level teachers to identify student defecits and plan immediate interventions.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The two areas of concern are that 188 students were absent 10% of the school year in 2024-2025 and 125 students were Level 1 on state testing.

Highest Priorities

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

Our 3 Priority Areas are:

1. **Teacher Clarity** of standards-based learning
2. **Cognitive Engagement Across Content Areas** by engaging students in meaningful class discussions and posing high level questions.
3. **Writing to Learn** by using explicit and systematic instruction in ALL content and grade levels.

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Teacher Clarity has been identified through research as having significant positive effect on student achievement, with an effect size of 0.75. Teacher clarity can significantly accelerate student learning, potentially doubling the gains that a struggling student might make in a year. We know that when teachers implement standards-based, highly engaging lessons, students will be actively engaged in their learning.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

As this will be our inaugural year and in reviewing the two schools that have merged, our goal will be for ELA, Math and Science proficiency will be 70%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Instructional Leadership Team will attend Common Planning PLCs to support standards-based and data-driven planning. Instructional Coaches and district team members will be utilized for PD opportunities during PLCs along with Administrators. After each period of progress monitoring, Administrators will engage teachers in data chats to align interventions based on student deficits.

Person responsible for monitoring outcome

Jodi Leichman, Principal

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Provide professional development on Five to Thrive instructional strategies that will be implemented schoolwide The Five to Thrive are target; student accountability; motion and movement; pacing and proximity and data tracking.

Rationale:

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.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Provide professional development on the Five to Thrive instructional strategies.

Person Monitoring:

Jodi Leichman

By When/Frequency:

August 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Utilizing high impact strategies, through our schoolwide Five to Thrive instructional focus, teachers will engage students in highly engaging lessons that will ensure students are engaged with collaborative discussions and writing across the curriculum on a daily basis.

Action Step #2

Provide regular structures for common planning/PLCs where teachers regularly engage in data/ student work analysis as well as intellectual prep and lesson rehearsal including planning for scaffolds that address gaps in student learning.

Person Monitoring:

Jodi Leichman

By When/Frequency:

Weekly starting in August, 2025

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Weekly schedule for Common Planning/PLCs ensures that teachers have dedicated time for planning. Designated time for common planning/PLCs allows Administrators and Instructional Coaches to support teachers with planning for rigorous, high-impact lessons and will allow us to provide just-in-time coaching support to the teachers.

Action Step #3

Providing Core aligned support in small group interventions.

Person Monitoring:

Jodi Leichman

By When/Frequency:

Weekly form August, 2025 through May, 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will utilize data to identify the L25 students in their ELA, Math and Science classrooms. Teachers will engage in collaborative planning to ensure instructional supports are in place for all students during core instruction and during "pop-up" small group supports. The "pop-up" small groups will align and compliment the core instruction.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Writing may be the most powerful teaching tool we have. Research tells us that writing, thinking, and reading are indelibly linked. Writing is the key to unlocking the other two. Studies have found that when students, at any grade level, write about texts they have read and content they have been taught, their reading comprehension and learning is enhanced. Writing about reading and other content forces students to retrieve it in a way that lodges it in their long-term memories.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

As this will be our inaugural year and in reviewing the two schools that have merged, our goal will be for ELA proficiency to be 70%, Math proficiency to be 75%, and Science proficiency to be 80%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Instructional Leadership Team will conduct weekly walkthroughs with an intentional focus on the Five to Thrive instructional focus and for the Writing Process. Administrators and Instructional Coaches will attend Common Planning PLCs to support implementation of the Writing Process along with student work analysis. Instructional Coaches and district team members will be utilized for PD opportunities during PLCs along with Administrators. After each period of progress monitoring, Administrators will engage teachers in data chats to align interventions based on student deficits.

Person responsible for monitoring outcome

Jodi Leichman

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the

evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Cognitive Engagement with Content by connecting background or prior knowledge to new learning. We will be utilizing writing to learn and teaching students to use writing for a variety of purposes.

Rationale:

Writing may be the most powerful teaching tool we have. Research tells us that writing, thinking, and reading are indelibly linked. Writing is the key to unlocking the other two. Studies have found that when students at any grade level write about texts they have read and content they have been taught their reading comprehension and learning is enhanced. Teaching writing about reading (and other content) can be tantamount to teaching students how to think critically.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Provide clear, direct, and explicit instruction in writing.

Person Monitoring:

Administrators

By When/Frequency:

Weekly from August, 2025 to May, 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

We will implement the Writing Process schoolwide and professional development will be provided on each step of the Writing Process. Teachers will then instruct students, explicitly, on each step of the Writing Process. Administrators will monitor through classroom walkthroughs to ensure all classrooms are implementing the Writing Process with fidelity.

Action Step #2

While students are reading, break the reading into chunks and provide sentence frames and questions for students to respond to while reading as quick comprehension checks.

Person Monitoring:

Administrators

By When/Frequency:

Weekly from August, 2025 to May, 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Prioritize engaging students with writing prompts and activities as part of instruction. Ensuring ample time is given to students to write responses and provide high-quality feedback. Feedback will ensure students are understanding the content and implementing the Writing Process to increase their reading comprehension. Using the schoolwide Writing Process ensures students receive a consistent message with opportunities to understand how writing to learn impacts their understanding.

Action Step #3

Use writing to monitor student comprehension of material that has been taught, determine the next

instructional steps, and provide effective feedback that will move students forward

Person Monitoring:

Administrators

By When/Frequency:

Weekly in PLCs, from August, 2025 to May, 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During Common Planning PLCs, teachers will analyze their implementation of the Writing Process along with student work samples to determine next instructional steps. Administrators and Instructional Coaches will support teachers during Common Planning PLCs with instructional tools and ideas for interventions that will support student learning.

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

As this is the inaugural year for Walsingham Oaks, it is imperative that our students feel a sense of community and belonging to our school. Utilizing PBIS as the foundation for how we want our school environment to be will ensure all stakeholders understand what it looks and sounds like to be a Walsingham Oaks Wolf.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

By the end of the school year, the school will implement a consistent, school-wide PBIS framework that reinforces positive behavior expectations—Work hard, Own your actions, Lead with kindness, Value teamwork, Exhibit integrity, and Stay safe (W.O.L.V.E.S.)—resulting in a 20% decrease in major behavior incidents and an increase in positive behaviors by 25% as measured by school behavior data.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Student surveys will be conducted quarterly to determine strengths and opportunities for growth in regards to students feeling that our school is safe, secure and that they have a trusted adult to go to when they have concerns to discuss.

Person responsible for monitoring outcome

Meghan Massie

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

PBIS will be implemented schoolwide with a focus on common procedures, processes and ways to celebrate student success.

Rationale:

PBIS is an Implementation framework for maximizing the selection and use of evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral competence of all students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

The PBIS framework and guidelines for success will be shared with all staff. Every staff member will implement the PBIS framework to celebrate students' academic and behavior success. A schoolwide system for rewards (Paw tickets and Paw Store) will be used to reward student choices.

Person Monitoring:

Meghan Massie

By When/Frequency:

August, 2025 to May, 2026

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

During August preschool, the PBIS framework aligned with our mascot will be presented to teachers. Teachers will set classroom expectations aligned to our WOLVES guidelines for success. As students demonstrate the WOLVES guidelines, they will receive Paw Tickets, which can then be used to purchase rewards in the PAW store.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

The school website that contains our SIP plan is shared through school newsletters. Our SIP is also shared with our School Advisory Committee along with data used to monitor the implementation of the SIP. The SIP goals are shared during monthly meetings with business partners. A link to the website is on our school facebook page, which is frequently monitored and updated.

<https://www.pcsb.org/walsingham-es>

Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Walsingham Oaks K-8 plans to strengthen our relationships with our stakeholders through an increased level of positive communication and a focus on relevant training for our parents and stakeholders that are designed to be accessible and effective for our families. Walsingham Oaks will make a consistent effort to communicate our belief in each and every one of our students through our words and actions. <https://www.pcsb.org/walsingham-es>

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the

amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

The school increases walkthroughs during the morning so that students and teachers start the learning day on time and students are ready to learn. We reduce barriers contributing to late and absent students so that students are in the classroom ready to learn. Our PBIS school wide reward system incentivizes students with Paw tickets who are fully engaged and ready to learn. They receive tickets to spend in our school PBIS store. Strategic critical feedback along with frequent monitoring during key instructional times are the keys to meeting our goals.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

The School Improvement Plan is developed in collaboration with stakeholders and aligned with other federal, state, and local services. At Walsingham Oaks K-8, we coordinate with:

- **Federal Programs:** Title I funds support full-day programming for an MTSS Coach, and additional intervention support staff.
- **Student Services and Mental Health Programs:** We partner with the district's student services team, school counselors, and community mental health agencies to address student well-being.
- **Violence Prevention and PBIS:** Our Positive Behavior Intervention and Support (PBIS) systems are aligned with schoolwide expectations and supported by behavior assemblies and restorative practices.
- **Nutrition Programs:** We coordinate with the district's Food and Nutrition Department to ensure all students receive breakfast and lunch at no cost.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Counseling services use the 2nd step program when working weekly with small groups. Social Emotional Learning lessons using the Strong Kids curriculum is used throughout the year in K-5 classrooms. High Five Mentors are assigned to Early Warning students and meet on a regular basis to support their goals.

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

N/A

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Tier 1 PBIS includes the Paws for Success Guidelines for Success expectations and the school store. Paw tickets are used to motivate and incentivize students who show character traits and follow our Guidelines for Success. Tier 2 students receive individual positive reward systems to focus on a particular behavior and successful intervention. Tier 3 includes a positive behavioral intervention plan and support from the Behavior Specialist.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

Just in Time Coaches offer professional learning once a month during Curriculum or Faculty meetings to the teachers. Behavioral Leadership training will occur during Preschool Planning week to give teachers strategies for their classroom.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

Preschool teachers work very closely with Kindergarten teachers when touring and setting up their students for the transition to kindergarten. Parents are invited in to meet the teacher individually to tour and screen their child for kindergarten. Parents are given the necessary resources to help their child prepare for the upcoming year.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00