

Seminole County Public Schools

WILSON ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Seminole County School Board on 10/8/24.

SIP Authority

Section 1001.42(18), 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 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); 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, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.

Provide the school's vision statement

Wilson Elementary is dedicated to providing a safe, professional and enriching learning environment for students. Our educators believe that all children can be successful with rigorous academic standards and achievement goals. Staff members model the learning process through collaborative professional learning communities for continuous school improvement. Our students are creative problem-solvers, growth-minded critical thinkers and caring contributors. Highly engaging differentiated instruction, research-based teaching and learning strategies and an emphasis on STEM fields develop future ready students. We value and embrace the diversity and rich history of our outstanding community. We welcome families to become engaged partners in their child's learning experience. Positive relationships among stakeholders are at the core of our values and success.

B. School Leadership Team

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

ROD DUNAYE

Position Title

PRINCIPAL

Job Duties and Responsibilities

School Principal; Instructional Leader; analyzes & interprets school data and determines overall school improvement goals; sets school vision; oversees school Leadership Team; supervises teachers, clerical, non-instructional employees, custodians, etc. Works with PTA and SAC, along with dividend volunteers on campus. Monitors/updates school website and electronic marquee. Facilitates

PLCs with grade level teachers and departments.

Leadership Team Member #2

Employee's Name

KAREN WELLS

Position Title

ASSISTANT PRINCIPAL

Job Duties and Responsibilities

Assistant Principal; Testing coordinator for i-Ready and F.A.S.T. assessments; coordinator for school pictures, college volunteers; school master calendar; supervision of teachers and non-instructional employees; discipline.

Leadership Team Member #3

Employee's Name

KELLY RIEDEL

Position Title

SCHOOL ADMINISTRATION MANAGER

Job Duties and Responsibilities

PBIS, Discipline, MTSS, Facilities; campus work orders; fundraisers, coordinating campus events for PTA. Supervisor of custodial and clerical employees; Assists administration with daily tasks. LEA.

Leadership Team Member #4

Employee's Name

ELAINA HERRIN

Position Title

INSTRUCTIONAL READING COACH

Job Duties and Responsibilities

MTSS; Lead of Literacy committee & PLCs; i-Ready champion. Facilitates PLC meetings with grade level teachers; participates in monthly cluster meetings with TOAs and peer reading coaches from the district. N.E.S.T (new teacher) mentor

Leadership Team Member #5

Employee's Name

AMY MIRELES

Position Title

INSTRUCTIONAL MATH COACH

Job Duties and Responsibilities

MTSS; Lead of Mathematics committee & PLCs; facilitates grade level PLCs with teachers; Dreambox champion; Physics Bus coordinator.

Leadership Team Member #6

Employee's Name

ERIC CAMERON

Position Title

SCHOOL COUNSELOR

Job Duties and Responsibilities

Student Study, ESE, Mental Health; PCM certified; works closely with Staffing Resource Specialist, School Psychologist; district Mental Health counselor, and Social worker.

C. Stakeholder Involvement and Monitoring

Stakeholder Involvement and SIP Development

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. (ESEA 1114(b)(2))

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

Wilson Elementary works closely with all stakeholders to ensure voices are heard and opinions are considered in the decision making process. The Wilson community including but not limited to SAC, PTA, and parent groups play a large role in the collaborative model which make the school a success for all students.

Prior to the start of each school year, parents are invited to an Open House to meet their child's teacher. To inform parents, Grade Level Curriculum Nights, Book Fair and Family Nights, F.A.S.T. Parent Nights, and Parent Literacy Nights will be held throughout the year. Additionally, a minimum of two parent/teacher conferences will be conducted each school year. Parents will participate in MTSS, Student Study Team, 504 and Individualized Educational Plan Meetings. Skyward Parent Access is available to allow an opportunity for review of student grades and attendance. Additionally, there are many opportunities for parents to get involved in the school by participating in PTA, SAC, the Dividends volunteer program, and special events such as All Pro Dads. Teachers and administrators use multiple strategies to contact families, including but not limited to, (1) contacting families prior to the start of school to welcome the students to the new school year, (2) inviting families to curriculum nights and open house meetings to meet teachers and school staff and to learn about the curriculum, (3) providing access to school grades, progress monitoring data and other relevant achievement information through the SCPS Skyward Family Access Portal, (4) ensuring students show evidence of "owning their data" and including students in conferences as applicable, (5) inviting families to participate in SAC and PTA Boards, (6) inviting families to attend PTA meetings and participate in school-related events, (7) using multiple genres of social networking as well as sending electronic/ paper-based newsletters to families on a regular basis, (8) advertising events on school marquees, (9) and numerous other out-reach strategies developed by school staff.

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. *(ESEA 1114(b)(3))*

Monitoring the SIP plan throughout the year will involve many stakeholders. We will of course share the SIP plan with our Team leaders for input, and later with our teachers (VPK - 5th, ESE support) and staff members. It is vital for all faculty members to be aware of our goals and action steps for overall school improvement. At the designated date/time set by the district, administration will next share the SIP plan with our School Advisory Council members and later our PTA Board.

The Leadership Team will link/connect set SIP plan goals with future PLC meetings and professional development. Our goal is to revisit the SIP plan goals each quarter (9 weeks) and evaluate our progress as a school. Then make adjustments to our instruction and game plan moving forward, while analyzing our student data from i-Ready and F.A.S.T. assessments. Also, Benchmark and Unit assessments.

Strategies for all subjects would include:

Continue tutorial program, conduct data-based PLCs to monitor student progress, have a strong focus on the TCI social studies textbook and monitor the required 30 minutes per day of social studies instruction. Again, it is vital to conduct routine classroom walk-throughs to ensure that the frameworks are followed with fidelity.

The P.D. opportunities to support acceleration at Wilson will include:

Conditions for Learning (ongoing series continued from last year; new ideas and strategies will be taken from our summer Admin. P.D. with Rhoda Richardson, Jennifer Smith, and Anna D'Agostino.

Curriculum Project (data analysis with district ESE BCST and Teachers on Assignment).

i-Ready Toolkit resource sharing.

How to best create and share Student Data Folders/Journals (teachers will share ideas and collaborate with vertical alignment).

Intervention time (reading and math) - expectations and best practices for what administration is looking for during these scheduled times daily/weekly.

Additional services that will be implemented to ensure sustainability of improvement in the next year & beyond:

Our two instructional coaches, along with administration, will provide evaluative and non-evaluative feedback.

We will also work hard to develop strong teacher leaders to be valued and strong resources along each grade level. These folks will assist in leading Wednesday P.D. opportunities.

The N.E.S.T. coordinator will meet and work with new teachers (new to teaching and new to Wilson this year) on a monthly basis to provide guidance, support, and suggestions.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	ELEMENTARY PK-5
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	NO
2023-24 MINORITY RATE	55.7%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	27.5%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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) ASIAN STUDENTS (ASN) 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>	2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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	
Absent 10% or more school days	1	34	14	32	13	16				110
One or more suspensions	0	2	4	3	2	2				13
Course failure in English Language Arts (ELA)	2	14	8	3	1	1				29
Course failure in Math	1	9	5	5	0	6				26
Level 1 on statewide ELA assessment	0	0	0	3	7	19	1			30
Level 1 on statewide Math assessment	0	0	0	3	0	13	1			17
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	11	3	13						28
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	5	1	3	1					10

Current Year 2024-25

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	2	18	5	14	8	16	1			64

Current Year 2024-25

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	2	9	1	3	0	0				15
Students retained two or more times	0	0	0	0	0	0				0

Prior Year (2023-24) 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	9	22	30	12	9	17				99
One or more suspensions		1	5	7	2	7				22
Course failure in ELA	1	4	13	1		2				21
Course failure in Math	1	2	3		1	2				9
Level 1 on statewide ELA assessment				1	17	16				34
Level 1 on statewide Math assessment				1	7	20				28
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	2	9	16	10						59

Prior Year (2023-24) 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	2	4	11	4	11	19				51

Prior Year (2023-24) 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	4		1	1					8
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

Please note that 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 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	78	66	57	70	61	53	79	65	56
ELA Grade 3 Achievement **	88	69	58	72	62	53			
ELA Learning Gains	61	62	60				73		
ELA Learning Gains Lowest 25%	50	55	57				60		
Math Achievement *	78	67	62	76	64	59	79	46	50
Math Learning Gains	69	64	62				77		
Math Learning Gains Lowest 25%	40	43	52				59		
Science Achievement *	71	68	57	79	65	54	77	65	59
Social Studies Achievement *								62	64
Graduation Rate								62	50
Middle School Acceleration								45	52
College and Career Readiness									80
ELP Progress	77	75	61	70	77	59	91		

*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 (FPI) 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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	68%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	612
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
68%	75%	74%	68%		76%	70%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 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.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 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	42%	No		
English Language Learners	65%	No		
Asian Students	85%	No		
Black/African American Students	50%	No		
Hispanic Students	60%	No		
Multiracial Students	63%	No		
White Students	72%	No		
Economically Disadvantaged Students	60%	No		

2022-23 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	35%	Yes	2	
English Language Learners	70%	No		
Asian Students	87%	No		
Black/African American Students	48%	No		
Hispanic Students	67%	No		
Multiracial Students	68%	No		
White Students	79%	No		
Economically Disadvantaged Students	52%	No		

2021-22 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	38%	Yes	1	
English Language Learners	86%	No		
Native American Students				
Asian Students	87%	No		
Black/African American Students	48%	No		
Hispanic Students	73%	No		
Multiracial Students	82%	No		
Pacific Islander Students				
White Students	72%	No		
Economically Disadvantaged Students	60%	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. (pre-populated)

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	78%	88%	61%	50%	78%	69%	40%	71%					77%
Students With Disabilities	36%	56%	41%	42%	41%	51%	33%	35%					
English Language Learners	63%	80%	58%	55%	70%	63%		50%					77%
Asian Students	90%	89%	72%		90%	79%		89%					
Black/African American Students	53%		56%	36%	44%	61%		47%					
Hispanic Students	71%	91%	51%	53%	68%	53%	22%	52%					79%
Multiracial Students	67%	79%	54%		67%	46%							
White Students	82%	90%	63%	52%	83%	75%	55%	79%					
Economically Disadvantaged Students	59%	79%	60%	55%	53%	58%	41%	55%					81%

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	70%	72%			76%			79%					70%
Students With Disabilities	30%	38%			42%			31%					
English Language Learners	46%				77%			80%					77%
Asian Students	83%	83%			89%			92%					
Black/African American Students	50%				47%			47%					
Hispanic Students	63%	70%			69%			69%					64%
Multiracial Students	60%				75%								
White Students	74%	77%			79%			85%					
Economically Disadvantaged Students	49%	44%			57%			54%					55%

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	79%		73%	60%	79%	77%	59%	77%					91%
Students With Disabilities	32%		37%	26%	43%	56%	45%	25%					
English Language Learners	63%		85%		84%	90%	100%						91%
Native American Students													
Asian Students	86%		87%		95%	85%		83%					
Black/African American Students	61%		48%	42%	44%	55%	40%	46%					
Hispanic Students	74%		78%	69%	67%	78%	72%	73%					
Multiracial Students	71%				93%								
Pacific Islander Students													
White Students	82%		71%	61%	81%	77%	53%	82%					
Economically Disadvantaged Students	62%		61%	54%	64%	70%	55%	57%					

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	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	87%	67%	20%	55%	32%
Ela	4	77%	62%	15%	53%	24%
Ela	5	68%	63%	5%	55%	13%
Math	3	88%	69%	19%	60%	28%
Math	4	78%	64%	14%	58%	20%
Math	5	33%	43%	-10%	56%	-23%
Math	6	99%	67%	32%	56%	43%
Science	5	69%	65%	4%	53%	16%

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?

Our F.A.S.T. data shows the following in grades 3-5 for PM3 (from 2022-2023 to 2023-2024):

Grade 3 Reading - increase from 71% to 87% (+16) for Level 3 and above.

Grade 4 Reading - increase from 66% to 77% (+11) for Level 3 above.

Grade 3 Math - increase from 80% to 88% (+8) for Level 3 and above.

After school grades were posted, the FLDOE released the FPPI score and recognized that Wilson no longer shows any ESSA findings. The previous two years in a row, for Students with Disabilities (SWD) we did show a finding, but for the 2023-2024 year, we scored a FPPI score of 68 and no longer having any FPPI under 41%.

A big factor was ensuring that our teachers provided stronger differentiation during instruction, especially ELA.

Also, our intervention teacher along with being in Year 3 of the Curriculum Project. This program really pushed our ESE students to enhance their reading skills, allowing for them to better understand and process Math word problems and comprehension.

Finally, our morning Tutorial program serviced approximately 60 students, four days a week. Our teachers utilized the i-Ready toolkit resources along with supplemental resources from the textbook series.

Lowest Performance

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

Analyzing our data, our lowest performance comes from our 5th grade in both Math and Science. In Math (non-RAMP), we dropped from 48% to 33% (-15) and in Science, we dropped from 79% to 69% (-10). We will have to work as a team to go back and analyze the students' i-Ready scores (in

Math) and discuss new strategies with the grade level teachers.

Greatest Decline

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

Again, our overall grade 5 scores in both math(-15) and science (-10). Inconsistency - Personnel and teacher retention could be one factor. In one of our classrooms, we had revolving teachers throughout the year. Perhaps our PLCs with these teachers were not focused enough on samples of student work, benchmark results, and areas of student deficiency in i-Ready weekly lessons. In science, the focus on instruction needs to be a priority on all grades, including 3rd and 4th as we do departmentalize with math and science. An older textbook may have also been a factor because it was aligned with our previous Florida standards (as we have now transitioned to the B.E.S.T. standards). Finally, the group of students in grade 5 presented many behavior challenges (interruptions in instruction), and many Tier 3 students who were constantly being pulled for intervention, speech/language, and Curriculum Project.

In comparing our science score to other-like schools in our district, we show very similar results. Upon reflection, another factor is that the first time ever, the science assessment was administered on-line and also the final test at the end of the year (test fatigue).

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.

Positive gap: Wilson ELA grade 3 = 87% vs. State average of 55%

Positive gap: Wilson ELA grade 4 = 77% vs. State average of 53%

Positive gap: Wilson ELA grade 5 = 68% vs. State average of 55%

Positive gap: Wilson Math grade 3 = 88% vs. State average of 60%

Positive gap: Wilson Math grade 4 = 78% vs. State average of 58%

Negative gap: Wilson Math grade 5 = 33% (non-RAMP) vs. State average of 56%

Positive gap: Wilson Math grade 5 = 99% vs. State average of TBA

Positive gap: Wilson Science grade 5 = 69% vs. State average of 54%

EWS Areas of Concern

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

Student attendance and on-grade level performance in ELA and Math

Highest Priorities

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

1. 5th grade Math, ELA, and Science instruction and progress monitoring
- 2 -Writing instruction (all grades K-5)
- 3 -Core Instruction, Behavior, & Attendance.
- 4 - Making positive & genuine Connections with all stakeholders.
- 5 - Administration's participation in weekly PLCs and classroom walk through visits (to provide feedback to our teachers).

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 ELA, Math, Science

Area of Focus Description and Rationale

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

ELA, Math, and Science: Area of focus is to increase our percent of students scoring Level 3 and above in all testing grade levels. We want to also increase the percent of students achieving a learning gain.

In reviewing our spring FAST data, we will strive to further increase our grade levels who made strong gains and levels of proficiency, and dial in to our 5th grade (who dropped 5% in ELA). Continue to increase the Level 3 and above in grades 3, 4, and RAMP with a specific focus in Grade 5 standard math (due to a decrease of 15% in previous year's data).

We will explore the change of implementing more support in the 5th grade classrooms, with the instructional math coach, intervention teacher, and support facilitators, pushing in to these classrooms and pulling small groups. The goal will be for this additional support team to review and practice current grade level standards to ensure that these students are exposed and challenged with these skills.

The launch of the new UFLI initiative and support from Dr. Wenzel (HIITS) will be key focus points this year as well. For ELA, Dr. Wenzel will be focusing on training/supporting our teachers on small group reading instruction in Tier 1 for grades K-3.

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.

Level 3 and above proficiency:

3rd grade:

ELA - 87%

Math - 88%

4th grade:

ELA - 77%

Math - 78%

Learning gains - ELA 63%; Math 51%; RAMP4 88%

LG Low 25 - ELA 48%; Math 41%; RAMP4 67%

5th grade:

ELA - 68%

Math - 33%

Science - 69%

RAMP 5 - 99%

Learning gains - ELA 59%; Math 43%; RAMP5 87%

LG Low 25 - ELA 53%; Math 35%

The main areas of decrease were Grade 5 science (a 10 point drop), Grade 5 math (a 15 point drop), and Grade 5 ELA (a 5 point drop).

Wilson Elementary School's measurable goal will be to increase all student achievement by 10% minimum. This includes making strong improvement in all testing subject areas and increasing both proficiency levels and learning gains.

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.

For math and reading, we will be analyzing both diagnostic formative and summative assessments. We will implement the SCPS K-5 Reading flowchart to continue monitoring student progress to guide small group instruction.

Other tools for monitoring Instructional Practice include: Unit Assessments, i-Ready scores, F.A.S.T. results, and observational data.

Incorporating UFLI walkthrough tools for small group instruction and monitor for fidelity with our instructional coaches and interventionist.

Person responsible for monitoring outcome

Administration; Instructional Coaches; Interventionist; Classroom Teachers; Support Facilitators

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Elementary ELA - The following evidence-based interventions are available to support students based upon the area of need of the individual student: Magnetic Reading (promising evidence), Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) (moderate evidence), Wonders Tier 2 and Tier 3 Intervention (state approved adopted materials), iReady (moderate evidence), Success for All – FastTrack Phonics (at Title 1 schools) (strong evidence), Reading Mastery (promising evidence), FastForward (promising evidence), Corrective Reading (strong evidence), and Quick Reads (strong evidence).

Rationale:

ELA - A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence- Based Reading Plan.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

Action Step #1

We strive for our Lowest Quartile students to make at least one year's growth in one year's time

Person Monitoring:

Administration; SAM; Instructional Coaches; Classroom teachers (K-5); support facilitators, ESE teachers; ESE paraprofessionals

By When/Frequency:

August 2024 to May 2025

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

Our leadership team and teachers will initiate MTSS and tier support from the beginning of the year. Teachers will put a stronger focus on differentiating instruction for these students and working in small groups. Instructional coaches and the interventionist will be assigned to work specifically with

these students, pushing in to the classrooms and focusing on daily skills. Our goal is for these students to become proficient in their grade level in all subjects, as well as gaining confidence in their abilities to perform well on assessments (unit, benchmark, i-Ready, and F.A.S.T.), increase study skills, and lower test anxiety. As in previous years, Wilson Elementary will launch our school-wide Intervention (Walk to model) for ELA during the first quarter. We call this initiative "Buzz Time", where students are grouped by both our instructional coaches and classroom teachers, based on scores from all SCPS K-5 reading assessments.

Action Step #2

Provide strong level of support for High L1s, High L2s, and Low L3s.

Person Monitoring:

Administration; Instructional Coaches; Teachers; Interventionist

By When/Frequency:

August 2024 to May 2025

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

Our action plan will be to know the achievement target that students are aspiring to reach, know where the students are now in relation to that expectation, and know how to close the gap between the two. Our team will monitor this group of students through the following evidence: student reflections, exit tickets, assessments, classroom discussions, and F.A.S.T. results from PM1, PM2, and finally PM3. We will again renew the importance and requirement of using the Achievement Level Descriptors (ALDs) as a guideline for describing a student's level of achievement for each benchmark for both ELA and Math (grades 3-5). Finally, our plan would include the relaunch of the student mentor program. Leadership team members will be assigned a group of students (either High L1s, High L2s, or Low L3s) to meet with, set goals, review current data, and celebrate successes. These meetings will be conducted throughout each nine-week quarter. The leadership team members would then follow up with the classroom teachers regarding updates, strategies that are working, and observations of student progress.

Action Step #3

School-wide focus on students who did not make a learning gain and/or meet proficiency (Level 3 or above) on state testing.

Person Monitoring:

Administration; Instructional Coaches; Teachers; Interventionist

By When/Frequency:

August 2024 to May 2025

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

Differentiation of instruction is vital from our classroom teachers. Teacher/student weekly data chats with these students. Students and teachers consistently tracking their growth and daily performance. Kids must know what they are deficient in, what their goals are to reach, and the realistic expectation of how to achieve goals. Teachers properly setting/assigning custom lessons in the i-Ready program and then monitoring both the results and pathways for these students to ensure gains are reached. From here, teachers will provide small group instruction & remediation. They will also assign additional support and practice lessons in i-Ready, focusing on specific skills of deficiency. The Leadership Team will monitor classroom i-Ready weekly minutes, lesson completion, and student passing rates (70% or higher). Also, it is vital for administrators to conduct routine classroom walk-throughs to ensure that the frameworks are followed with fidelity. We will aim to provide these students with additional time and support for learning in a timely, directive, and systematic way. Additionally, teachers in PLCs will take the student assessments prior to instruction and use this information to plan for areas in which students may struggle with new information.

Action Step #4

Acceleration - Supporting Achievement and Learning Growth of Students in Accelerated Courses (RAMP 4/5 - with Focus on Subgroup Support)

Person Monitoring:

Administration, Instructional Coaches, RAMP teachers, Gifted resource teacher, and district Math TOA support team

By When/Frequency:

RAMP Math Benchmark assessments; Unit Tests, i-Ready diagnostic results (and daily lesson pathway - monitoring).

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

Our goal is for these advanced students to step up and tackle the rigor of these higher grade level skills and advanced problem-solving. In turn our teachers will invoke cooperative learning strategies (i.e. Kagan) and create/assign H.O.T. (High Order Thinking) questions with follow up. Administration will enable our gifted resource teacher time to work with teachers in PLCS. She will model how to best incorporate and introduce advanced opportunities for students, including project-based learning (PBL). Also, teachers will scaffold instruction to ensure that skills and standards are more individualized for students to be challenged with. This will allow students more opportunity to collaborate and mentor their peers. Additional enrichment resources which we will utilize this school year include: Khan Academy and FLVS & SCVS on-line coursework. Teachers may also assign lessons at a higher grade level for both i-Ready Math and Reading. Administration will look to offer further A.O. (Advanced Opportunities) for students in the RAMP 4 and RAMP 5 classes. Finally, Wilson plans to further provide morning and after school academic club offerings. These may include but not be limited to Student Council, Robotics, Chess club, Mathletes, and Rube Goldberg project team. We are currently looking for an Odyssey of the Mind sponsor.

IV. Positive Culture and Environment**Area of Focus #1**

Student Attendance

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.

Student attendance is an ongoing area of focus and continues to affect student learning time. Research shows that every single minute of the school day counts and is necessary for a student to be successful. This has been a big challenge for schools and a key focus for our district and all SCPS Cluster schools for the past few years.

Looking at our data, we have seen an increase in absences (both excused and unexcused), tardies for arrival, and extended vacation trips by students (and their families). Some of these vacation trips are going out of the country for up to 2-3 weeks.

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.

2022-2023 year:

20% of all students showed 15+ absences

2023-2024 year:

21% of all students showed 15+ absences

We will decrease this 10% per grade level for the 2024- 2025 school year .

Our records show that last year, we averaged around 25-30 tardies per day and around 50-60 absences per day.

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.

We will collaborate with our School Social Worker to monitor truancy & provide support to families.

We also plan to direct our teachers to follow up with the district policy of contacting families when a student is out over 2-3 days in a row.

Our faculty will analyze of student feedback recorded in the upcoming 5 Essentials, Snapshot, and Safety surveys from our district. This will allow us to gain a pulse on what our 4th and 5th graders are feeling in regards to safety, enjoyment of school, and motivation.

Positive Behavioral and Intervention Supports (PBIS): through our school-wide system, we will continue to view daily attendance and tardy reports, plus work with our teachers & staff to make contact routinely with students who are absent or late. We will also look for patterns in the data and continue to discuss and tier students who show habitual time missing from school (learning) through the MTSS process.

Person responsible for monitoring outcome

Administration; SAM; FTE clerk, classroom teachers, secretaries, School social worker, and School Resource Deputy

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

State statute requires that school teams shall be diligent in facilitating intervention services and make all reasonable efforts to resolve nonattendance behavior. Using the MTSS problem-solving model, teams are responsible for providing and monitoring appropriate interventions for individual students. To ensure students are provided with the necessary resources and interventions, schools should form comprehensive teams with clear roles and responsibilities.

Rationale:

Through the use of evidence-based intervention supports, schools invest in fostering a culture that promotes engagement and attendance. However, some students struggle to attend school regularly. Unchecked absences can lead to lower achievement levels and gaps in knowledge that may prove challenging to overcome. It is critical for students and families to understand that absence due to arriving late, or missing full days, whether excused or unexcused can negatively affect learning. Efforts to curb tardiness, chronic absenteeism, and truancy can address the needs of students and families, mitigating student failure.

Tier of Evidence-based Intervention:

Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:**Action Step #1**

Attendance Incentives - for both students & parents/guardians

Person Monitoring:

Administration; SAM; FTE Clerk; Office secretaries

By When/Frequency:

August 2024 to May 2025

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

Principal Focus group (monthly) - The Principal meets with a select group of 5th graders from each class in the grade level. Topics discussed for student feedback will include attendance incentives, discipline, and ideas for school improvement. PBIS incentives: Wilson Elementary implements a school-wide PBIS plan and is currently a Silver Level Model School. Our school-wide expectations (Bee Prepared, Bee Respectful, Bee Safe) communicate core values and common expectations. A comprehensive behavior plan and matrix outlines common area procedures and expected standards of behavior. A school-wide behavior recognition system of Honey Money is also utilized to recognize and reinforce positive behavior. Students and staff members of the month are recognized regularly. The PBIS team meets once per month for continuous improvement of current practices. Additionally, Wilson Elementary supports students by assigning mentors. The "BEE Pass" will be given out at the end of each quarter for ALL students who have NO unexcused absences. The "BEE Pass" will allow

students to exchange the pass for a valued reward in the PBIS Hive Store here on campus. NOTE: The BEE Pass can be also earned if absences are excused. Classroom incentives: students may earn \$5 to \$10 in "Honey Money" from their teachers for no absences or tardies for the week. Then students may spend this "Honey Money" in the PBIS Hive rewards store.

Action Step #2

Present clear expectations, state guidelines, and goals for Student Attendance to all Stakeholders

Person Monitoring:

Administration; SAM; Teachers; FTE Clerk; Office secretaries; Paraprofessionals

By When/Frequency:

August 2024 to May 2025

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

This action plan will include the Principal sending weekly e-mails, Robo calls, and text alerts to Wilson families. We will highlight daily attendance facts and blurbs on our morning school-wide WEBS news show. Attendance will be a priority in teacher newsletters, PTA events, and information & tips will be posted on the school website and electronic marquee. Wilson will utilize social media reminders to get the message out there to the community. Classroom teachers and the SAM will coordinate the "AT TEN DANCE celebrations" reward. This is a way to motivate students & families to reach "10 days" of perfect attendance. Finally, the impact of increasing attendance will involve one-on-one conversations and attendance data being shared to families on the impact on learning for missed days. .

Action Step #3

Quarterly Reviews & Collaboration with Lake Mary cluster feeder schools - Elementary, Middle, and High

Person Monitoring:

Administration

By When/Frequency:

August 2024 to May 2025

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

Administration from Wilson will continue to review district-wide student attendance data, note trends, discuss what is working at some schools & adapt, and truancy policies at quarterly data summit meetings.

Area of Focus #2

Teacher Retention and Recruitment

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.

We aim to create a vision and environment of School Connection & Security for ALL Wilson Elementary Faculty members.

Focus on Collective Responsibility - Teachers noted they would like to take more responsibility for improving the school, feel responsible that all students learn, share what they are doing in the

classroom with their colleagues, and helping students develop self-control.

We will also continue a strong focus on Campus Safety.

According to our Spring Panorama survey results, the area of School climate was 62% favorable and the area of Staff-Leadership relationships was 67% favorable.

These results could impact student learning and possibly cause PLCs with teachers to be less effective.

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.

Survey recap:

5Essentials (5E)survey - administered 1x per year

Ambitious instruction = Very Strong rating

Supportive Environment & Family Involvement = Strong rating

Effective Leaders & Collaborative teachers = Neutral rating

Snapshot survey- administered 1x per year

Wilson average = 8.6 % stating teachers/staff would recommend Wilson to others as top school to work at

District average = 8.18 %

Panorama results - administered 1x last year

37 total employees took this survey in Spring 2024

Teachers: 30 total

Staff-Leadership Relationships = 67% percent favorable

Belonging = 72% percent favorable

School Climate = 62% percent favorable

Staff: 7 total

Staff-Leadership Relationships = 68% percent favorable

Belonging = 49% percent favorable

School Climate =46% percent favorable

Wilson's goal will be to increase the Staff-Leadership Relationships and School Climate both by 10% by the final 2024-2025 Panorama survey.

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.

This area of focus will be monitored by the following:

Grade level check ins with teachers during PLC meetings (weekly).

Deep dive review of Panorama results from the fall administration.

A stronger focus on the Team Leader "Around the Table" feedback and suggestions will be taken by Administration with immediate follow up.

Person responsible for monitoring outcome

Administration

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Teacher Celebrations & Recognition

Person Monitoring:

Administration

By When/Frequency:

August 2024 to May 2025

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

We will relaunch Teacher & Employee of the Month incentives this school year. Also, we will highly encourage team leaders to schedule frequent collaborations and celebrations amongst their colleagues (both in their building and throughout the rest of the campus).

Action Step #2

Mentoring & Coaching Cycles.

Person Monitoring:

Administration

By When/Frequency:

August 2024 to May 2025

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

We have already scheduled N.E.S.T. (New Employee Support Team) meetings monthly w/ Administration and Instructional Coaches. We will also work hard to develop strong teacher leaders to be valued with effective resources along each grade level. These folks will assist in leading Wednesday P.D. opportunities. The N.E.S.T. coordinator will meet and work with new teachers (new to teaching and new to Wilson this year) on a monthly basis to provide guidance, support, and suggestions. This will also include non-evaluative classroom observations. UF Coaching Institute graduates (existing on our campus) will also present key teaching strategies, classroom behavior tips and offer coaching support to teammates and new teachers.

Action Step #3

Vertical Alignment and Planning

Person Monitoring:

Administration

By When/Frequency:

August 2024 to May 2025

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

One Wednesday per month after dismissal will be dedicated to vertical articulation between grade levels (i.e. Kindergarten and 1st grade, 2nd and 3rd grade, 4th and 5th grade - ESE teachers will be free to attend any session). This designated time will allow teachers to collaborate regarding the frameworks and B.E.S.T. standards. During these sessions, teacher will plan their lessons geared to expectations, discuss test specs for each subject as related to the F.A.S.T., and collaborate on writing strategies and our school-wide plan for writing instruction (K-5).

Action Step #4

Wellness Initiative Project & Support

Person Monitoring:

Administration; Wellness Committee

By When/Frequency:

August 2024 to May 2025

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

Interventions being implemented to achieve our measurable outcome include: Monthly Wellness Book study and P.D. with full staff: "Reverse Educator Burnout: 10 Shifts to Help Educators Enjoy the Journey and Stay the Course", by Angela Watson. During discussions of survey results last Spring, teachers and staff requested increased opportunities to collaborate throughout the year to discuss ways to increase mental health, promote self care, and avoid teacher burnout & negativity.

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 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. (ESEA 1114(b)(4))

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

N/A

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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

N/A

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. (ESEA Section 1114(b)(7)ii))

N/A

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 ESSA, 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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

N/A

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. (ESEA 1114(b)(7)(iii)(I))

No Answer Entered

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. (ESEA 1114(b)(7)(iii)(II))

No Answer Entered

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. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

No Answer Entered

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. (ESEA section 11149b)(7)(iii)(V)).

No Answer Entered

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. (ESEA 1114(b)(7)(iii)(V))

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

N/A

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

N/A

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

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