WICKLOW ELEMENTARY SCHOOL

2024-25 Schoolwide Improvement Plan

Table of Contents

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)

A school can be identified as CSI in any of the following four ways:

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

Wicklow Elementary Magnet School for Global Pathways will teach our scholars to become globally minded citizens and equip them with the strategies, knowledge, and skills needed to pursue excellence in our modern society. Wicklow Elementary will exemplify excellent teaching and evidence-based instructional practices aligned to the state standards while building positive relationships that result in high levels of achievement for all
students.

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

Danielle Alchin

Position Title

Principal

Job Duties and Responsibilities

The Principal provides the school-based leadership required to sustain a focus on
improving instruction to increase the achievement of all students in a safe learning environment while ensuring the orderly and efficient operation of the school. The principal's job responsibilities include: SIP, Low Quartile, MTSS, SST, Teacher Feedback, PBS, Emergency Response, Teacher/Staff Evaluations, PDs, PLCs, PTA, Budget, SAC, Communication

Leadership Team Member #2

Employee's Name

Ashley Haney

Position Title
Assistant Principal

Job Duties and Responsibilities

The Assistant Principal supports the principal in providing the school-based leadership required to sustain a focus on improving instruction to increase the achievement of all students in a safe learning environment while ensuring the orderly and efficient operation of the school. The Assistant Principal's job responsibilities include: MTSS, Low Quartile, Teacher Feedback, Emergency Response, Teacher Evaluation, Progress Monitoring, PDs, PLCs, Tutorial, SLC, PBIS

Leadership Team Member #3

Employee's Name
George Gordon

Position Title
Dean of Students

Job Duties and Responsibilities

The dean's job responsibilities include: MTSS, Behavior Interventions, maintain proper student discipline, collecting, analyzing and reporting of discipline data, initiate MTSS meetings for individual students as soon as a pattern of student behavior and discipline concerns is identified

Leadership Team Member #4

Employee's Name
Claudine Clay

Position Title
Behavior Interventionist

Job Duties and Responsibilities

Behavior interventionist develops and provides effective social-emotional interventions so that students can fully participate in school and attain academic and social success The behavior interventionist's job responsibilities include: MTSS, PBS, SST, Behavior Interventions

Leadership Team Member #5

Employee's Name

Misty Shilings

Position Title
Literacy Coach

Job Duties and Responsibilities

The Literacy Coach collaborates with teachers to develop and support a strategic plan for improving classroom instruction in areas determined by key school goals. The Literacy Coach's job responsibilities include: MTSS, SIP, Data Monitoring, Low Quartile, Peer Feedback/Mentor, PDs, PLCs, Tutorial Programs, coaching cycles

Leadership Team Member #6

Employee's Name
Tina Jones

Position Title
School Counselor

Job Duties and Responsibilities

The Guidance Counselor develops and provides an effective comprehensive guidance and counseling program, works with students and parents to help guide students' academic, behavioral, and social growth, and assists with facilitating student study. The guidance counselor's job responsibilities include: MTSS, PBS, Guidance Services, SST, Behavior Interventions, Crisis Support, Families in Need, Title 1

Leadership Team Member #7

Employee's Name
Sharda Jetwani-Love

Position Title
School Social Worker

Job Duties and Responsibilities

The social worker's job responsibilities include: MTSS, Truancy, Attendance, Social Skills/SEL Lessons, Behavior Interventions, Families in Need, Home-School Liaison, Title 1

Leadership Team Member #8

Employee's Name
Holly Sharbaugh

Position Title
IB Instructional Practice Coach

Job Duties and Responsibilities

The IB Coach collaborates with teachers to develop and support a strategic plan for the implementation of the IB program and determine area of growth within the school. The IB coach's job responsibilities include: MTSS, SIP, Data Monitoring, Low Quartile, Peer Feedback/Mentor, PDs, PLCs, Tutorial Programs, coaching cycles, IB reports

Leadership Team Member #9

Employee's Name
Shanston Boyd-Marks

Position Title
School Administration Manager

Job Duties and Responsibilities

Coach instructional staff, which includes pre-conferencing with teachers, observing teachers, structuring activities with teachers that are designed to enhance instructional delivery in the classroom, and post-conferencing with teachers. Monitor student attendance and coordinate efforts to improve student attendance.   Manage professional development activities for the school's educational support staff.

Leadership Team Member #10

Employee's Name
Erin Nusbaum

Position Title
Math Coach

Job Duties and Responsibilities

The Math Coach collaborates with teachers to develop and support a strategic plan for improving classroom instruction in areas determined by key school goals. The math coach's job responsibilities include: MTSS, SIP, Data Monitoring, Low Quartile, Peer Feedback/Mentor, PDs, PLCs, Tutorial Programs, coaching cycles

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.

Wicklow's parents and the community are key stakeholders in the development of our annual plan to improve. The School Improvement Plan is developed in collaboration with the School Advisory Council (SAC), which includes parent and community representatives. The draft plan is presented and parent and community input is provided during a beginning of the year SAC meeting. The SIP will be presented to all stakeholders. Our 5 Essentials survey results are also reflected on as we use the feedback to shape the supportive environment.

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))*

The School Improvement Plan will be presented to the faculty and staff at the beginning of the school year. The SIP will be monitored after each FAST assessment and revisions will be made to ensure continuous improvement.

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	**YES**
2023-24 MINORITY RATE	**88.2%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**88.5%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
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)*** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)*** **HISPANIC STUDENTS (HSP)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: C** **2022-23: C*** **2021-22: C** **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	2	27	21	32	18	14				114
One or more suspensions	2	3	7	6	10	8				36
Course failure in English Language Arts (ELA)	3	17	10	8	3	12				53
Course failure in Math	1	11	10	8	0	5				35
Level 1 on statewide ELA assessment	0	0	0	1	27	34				62
Level 1 on statewide Math assessment	0	0	0	1	21	48				70
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	11	13	52						78
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	3	7	20	8					39

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	3	18	17	30	32	48				148

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	3	4	1	12	0	0				20
Students retained two or more times										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	27	33	19	22	13				123
One or more suspensions	1	4	4	2	3	8				22
Course failure in ELA	4	9	15	1	1					30
Course failure in Math	4	13	18	12	2	2				51
Level 1 on statewide ELA assessment				12	28	22				62
Level 1 on statewide Math assessment				12	30	31				73
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	4	28	41	27						136

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	5	19	23	21	29	27				124

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	5	12	2	8						27
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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	43	66	57	40	61	53	40	65	56
ELA Grade 3 Achievement **	42	69	58	41	62	53			
ELA Learning Gains	48	62	60				49		
ELA Learning Gains Lowest 25%	46	55	57				41		
Math Achievement *	43	67	62	40	64	59	42	46	50
Math Learning Gains	40	64	62				51		
Math Learning Gains Lowest 25%	35	43	52				57		
Science Achievement *	42	68	57	34	65	54	32	65	59
Social Studies Achievement *								62	64
Graduation Rate								62	50
Middle School Acceleration								45	52
College and Career Readiness									80
ELP Progress	74	75	61	33	77	59	73		

*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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	46%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	413
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
46%	48%	48%	35%		61%	55%

* 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	39%	Yes	3	
English Language Learners	35%	Yes	2	
Black/African American Students	39%	Yes	3	
Hispanic Students	44%	No		
White Students	56%	No	3	
Economically Disadvantaged Students	43%	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	30%	Yes	2	1

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%
English Language Learners	33%	Yes	1	
Black/African American Students	26%	Yes	2	1
Hispanic Students	44%	No		
White Students	80%	No		
Economically Disadvantaged Students	44%	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	35%	Yes	1	
English Language Learners	42%	No		
Native American Students				

	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%
Asian Students				
Black/African American Students	37%	Yes	1	
Hispanic Students	50%	No		
Multiracial Students				
Pacific Islander Students				
White Students	52%	No		
Economically Disadvantaged Students	46%	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	43%	42%	48%	46%	43%	40%	35%	42%					74%
Students With Disabilities	24%	31%	50%	55%	23%	42%	43%	19%					68%
English Language Learners	19%	9%	40%	39%	25%	36%	38%	35%					74%
Black/African American Students	37%	46%	50%	64%	33%	35%	25%	22%					
Hispanic Students	39%	40%	43%	36%	44%	39%	34%	49%					73%
White Students	63%	36%	62%		56%	53%		64%					
Economically Disadvantaged Students	38%	36%	46%	45%	39%	38%	33%	38%					75%

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	40%	41%		40%	40%			34%					33%
Students With Disabilities	17%	25%		17%	17%			21%					70%
English Language Learners	18%	16%			30%			17%					84%
Black/African American Students	29%	35%			22%			17%					
Hispanic Students	34%	30%			40%			31%					84%
White Students	79%	79%			72%			91%					
Economically Disadvantaged Students	35%	35%			37%			31%					83%

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	40%		49%	41%	42%	51%	57%	32%					73%
Students With Disabilities	14%		34%	43%	21%	36%	41%	7%					80%
English Language Learners	24%		46%	42%	33%	47%	50%	19%					73%
Native American Students													
Asian Students													
Black/African American Students	33%		47%	38%	24%	43%	55%	21%					
Hispanic Students	39%		52%	43%	47%	54%	60%	33%					73%
Multiracial Students													
Pacific Islander Students													
White Students	57%		45%	59%	59%	50%	50%	50%					
Economically Disadvantaged Students	37%		48%	39%	38%	47%	55%	27%					74%

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.

		2023-24 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	39%	67%	-28%	55%	-16%
Ela	4	41%	62%	-21%	53%	-12%
Ela	5	40%	63%	-23%	55%	-15%
Math	3	45%	69%	-24%	60%	-15%
Math	4	36%	64%	-28%	58%	-22%
Math	5	15%	43%	-28%	56%	-41%
Math	6	88%	67%	21%	56%	32%
Science	5	38%	65%	-27%	53%	-15%

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 year, we saw the largest improvement in science proficiency. In 2023, 34% of our students were proficient. In 2024 42% of our students were proficient. This is an increase of 8 percentage points.

New actions included:
1. Increase in hands-on labs
2. Reading strategies in science content

Lowest Performance

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

Math lowest quartile learning gains was the lowest area of performance at 38% proficient.

Contributing Factors:
1. Beginning teachers (Lack of experience with planning, and teaching practices)
2. Changing teachers (hiring teachers during the school year)
3. Behavioral challenges (due to lack of understanding of effective classroom management techniques)

Greatest Decline

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

The greatest decline was 4th grade math from 39% proficient in 2023 to 32% proficient in 2024.

Contributing Factors:
1. Beginning teachers (Lack of experience with planning, and teaching practices)
2. Changing teachers (hiring teachers during the school year)

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.

The data component with the greatest gap when compared to the state average was fourth-grade math.

State: 58% Wicklow: 32%

Contributing Factors:

1. Beginning teachers (Lack of experience with planning, and teaching practices)

2. Changing teachers (hiring teachers during the school year)

3. Behavioral challenges (due to lack of understanding of effective classroom management techniques)

EWS Areas of Concern

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

Students attendance of 15 ore more days.

Highest Priorities

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

1. Continue to monitor planning sessions during PLCs

2. Strengthen small group instruction to ensure differentiation for all students

3. Support beginning teachers.

4. Increase classroom walkthroughs with actionable feedback for teachers

5. Continue to build a positive culture in the school while encouraging attendance

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 Collaborative Planning, Differentiation, Small-group Instruction

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.

Collaborative planning will be the focus to ensure that teachers are planning to ensure the success of all students.

Areas of planning include:

1. BEST standards understanding
2. Grade Level Standards-Based Instruction in whole group
3. Differentiation to target individual student needs
4. Small groups (data focused and skill specific) in ELA and Math based on assessment results
5. Discussions on the "how" of teaching the standards

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.

Wickow's Current Data/Measurable Outcome:

Math Achievement- 41%/55%
ELA Achievement- 41%/55%
Science Achievement- 39%/55%
Math Learning Gains- 41%/55%
ELA Learning Gains- 58%/55%
Lowest 25% Math Learning Gains- 41%/55%
Lowest 25% ELA Learning Gains- 48%/55%

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.

Monitoring will include:

1. The administration will attend weekly PLC sessions

2. Data discussion weekly with grade levels

3. Data chats with the grade level and individual teachers (after iReady Diagnostic, FAST assessment, and Unit

assessments)

4. The administration will monitor lesson plans and implementation

5. The administration will attend MTSS meetings

6. Provide consistent teacher feedback through walkthroughs

Person responsible for monitoring outcome
Danielle Alchin-Principal, Ashley Haney-Assistant Principal, Erin Nusbaum - Math Coach, Misty Shilings - ELA Coach, Holly Sharbaugh - IB Coach

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:
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). Math: The following evidence-based interventions are available to support students based upon the area of need of the individual student: iReady, SAVVAS enVision Math Diagnostic and Intervention System, Seminole Numeracy Project.

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. Math- All the listed interventions have research-based evidence for efficacy.

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
Data Analysis and Implementation

Person Monitoring:	**By When/Frequency:**
Danielle Alchin-Principal, Ashley Haney-Assistant Principal, Erin Nusbaum - Math Coach, Misty Shillings - ELA Coach, Holly Sharbaugh - IB Coach	Weeky

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will analyze student data to determine needs and provide targeted instruction and intervention for the students.

Action Step #2
PLC Planning and Monitoring for Fidelity of Implementation

Person Monitoring:	**By When/Frequency:**
Danielle Alchin-Principal, Ashley Haney-Assistant Principal, Erin Nusbaum - Math Coach, Misty Shillings - ELA Coach, Holly Sharbaugh - IB Coach	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will attend PLC sessions and monitor the implementation of the targeted instruction through walkthroughs/targeted feedback.

Area of Focus #2

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD), English Language Learners (ELL), Black/African American Students (BLK)

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.

We will analyze data to determine area of need
ESE teacher and ELL teacher will collaborate with general education teachers and coaches

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.

Wicklow's Current Data/Measurable Outcome:

Students with Disabilities: 34%/ 55%

English Language Learners 25% / 55%

Black/African American Students 40%/ 55%

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.

Monitor the implementation of the targeted instruction through walkthroughs and targeted feedback.

Person responsible for monitoring outcome

Danielle Alchin-Principal, Ashley Haney-Assistant Principal, Erin Nusbaum - Math Coach, Misty Shilings - ELA Coach, Holly Sharbaugh - IB Coach

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:

In collaboration with the Assistant Superintendent, school leaders identify and align resources to meet the needs of all students and maximize desired student outcomes. Evaluation of student achievement data and related early warning factors such as attendance and discipline referrals are at the core of this work. Principals review data with the school leadership team, staff, and other relevant stakeholders, then develop or modify goals and strategies to align with the school needs presented. These goals and strategies are then operationalized through action items within the annual School Improvement Plan. These specific interventions or activities are noted within the SIP, and funding resources are assigned .

Rationale:

ELA - In the area of literacy, performance data from FAST and iReady in elementary schools or benchmark assessments in secondary schools are used to progress monitor whether core instruction is meeting the needs of students. A benchmark of 80% of students being at or above the 26th percentile is used to monitor whether further supports are needed. This data along with the data from district leadership walkthroughs in ELA classrooms are used by assistant sup

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
Data analysis and Implementation

Person Monitoring:	**By When/Frequency:**
Danielle Alchin-Principal, Ashley Haney-Assistant	By-Weekly

Principal, Erin Nusbaum - Math Coach, Misty
Shilings - ELA Coach, Holly Sharbaugh - IB Coach

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will schedule data analysis meetings to examine the progress of students and provide additional interventions as needed.

Action Step #2
Tutorial

Person Monitoring:	**By When/Frequency:**
Ashley Haney-Assistant Principal, Misty Shilings - ELA Coach,	Throughout the year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will schedule in-school and before/after-school tutorials and strategically invite students with the highest needs.

Area of Focus #3

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

Instructional Practice specifically relating to ELA required by RAISE (specific questions)

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.

We will analyze data to determine area of need.
Work with classroom teacher, ESE, and ELL teachers to provide appropriate instruction and interventions.

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

Grade Level Standards-Based Instruction in whole group
Small groups (data focused and skill specific) in ELA and Math
Ensure Lesson address all areas of the Science of Reading

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

Grade Level Standards-Based Instruction in whole group
Small groups (data focused and skill specific) in ELA and Math
Ensure Lesson address all areas of the Science of Reading

Grades K-2: Measurable Outcome(s)

Wicklow's Current Data/Measurable Outcome:

Percent of Students in Kindergarten Scoring Below 40th Percentile: 60%/ 30%
Percent of Students in First Grade Scoring Below 40th Percentile: 66%/ 30%
Percent of Students in Second Grade Scoring Below 40th Percentile: 61%/ 30%

Grades 3-5: Measurable Outcome(s)

Wicklow's Current Data/Measurable Outcome:

Percent of Students in Third Grade Scoring Below 40th Percentile: 59%/ 30%
Percent of Students in Fourth Grade Scoring Below 40th Percentile: 57%/ 30%
Percent of Students in Fifth Grade Scoring Below 40th Percentile: 60%/ 30%

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.

Analyzing student data to make instructional decisions
Monitor the implementation of the targeted instruction through walkthroughs and targeted feedback.

Person responsible for monitoring outcome

Danielle Alchin-Principal, Ashley Haney-Assistant Principal, Misty Shillings - ELA Coach, Holly Sharbaugh - IB Coach

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:
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:
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-5 continuum. All of the listed interventions have been included in the K-12 Comprehensive Evidence- Based Reading Plan (CERP).

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
Data analysis and Implementation

Person Monitoring:	**By When/Frequency:**
Danielle Alchin-Principal, Ashley Haney-Assistant Principal, Erin Nusbaum - Math Coach, Misty Shillings - ELA Coach, Holly Sharbaugh - IB Coach	By-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will schedule data analysis meetings to examine the progress of students and provide additional interventions as needed.

Action Step #2
PLC Planning and Monitoring for Fidelity of Implementation

Person Monitoring:	**By When/Frequency:**
Danielle Alchin-Principal, Ashley Haney-Assistant Principal, Misty Shillings - ELA Coach, Holly Sharbaugh - IB Coach	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will attend PLC sessions and monitor the implementation of the targeted instruction through walkthroughs/targeted feedback.

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.

Our focus will be to decrease the number of student with 15 or more absences. If students are not

present then they are missing quality instruction of the BEST standards and targeted based interventions.

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.

During the 23-24 school year, 29% (190 of the 656) students has 15 or mole absences. The goal for the 24-25 school year is to reduce the percent of students with 15 or more absences to 22%.

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.

1. Our Social Worker will monitor attendance and send out 5, 10, and 15 day letters.
2. Our Social Worker will review the truancy procedures with the staff.
3. Information will be sent out regularly to parents about the importance of attendance.

Person responsible for monitoring outcome

Danielle Alchin-Principal, Ashley Haney-Assistant Principal, Sharda Jetwani Love - Social Worker

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:
The Multi-Tiered Support System (MTSS) process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented. MTSS provides a positive and effective means to support student learning, attendance and behavior. Schools should have evidence of a strong Tier 1 framework of support in all of these areas.

Rationale:
All Levels - MTSS methods are research-based and proven to positively impact school climate and increase academic performance. Interventions should be targeted to meet a specific need of students at the school based on data and should involve explicit teaching and monitoring.

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:

Action Step #1
Presentation of Truancy Procedures

Person Monitoring: **By When/Frequency:**

Danielle Alchin-Principal, Ashley Haney-Assistant   Annually
Principal, Sharda Jetwani Love - Social Worker

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

We will plan a presentation for staff describing the truancy procedures. Within their presentation the teacher will learn how they can assist in the truancy process.

Action Step #2

Family Intervention

Person Monitoring: **By When/Frequency:**

Danielle Alchin-Principal, Ashley Haney-Assistant   As needed
Principal, Sharda Jetwani Love - Social Worker

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

We will plan for our Social Worker to work one-on-one with the families to offer support and resources to help students reduce their absences.

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.

Our area of focus is to create a collaborative, positive environment that offers support and coaching to experienced and beginning teachers.

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.

Leadership Relationship: 45%

Belonging: 36%

School Climate: 23%

We will focus on improving the school so teachers have a better sense of belonging and better relationship with the school leadership team.

1. Supporting staff with new initiatives through purposeful PLCs, coaching and PDs
2. Increase positive attitudes through effective PLC and NEST meetings

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.

1. Administration and coaches will attend PLC to support teachers
2. PDs will be scheduled to provide the needed support for new and continuing initiatives
3. The NEST teacher, coaches and behavior team will support the new teachers

Person responsible for monitoring outcome
Danielle Alchin-Principal, Ashley Haney-Assistant Principal, Erin Nusbaum - Math Coach, Misty Shilings - ELA Coach, Holly Sharbaugh - IB Coach/NEST

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:
The Multi-Tiered Support System (MTSS) process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented. MTSS provides a positive and effective means to support student learning, attendance and behavior. Schools should have evidence of a strong Tier 1 framework of support in all of these areas.

Rationale:
MTSS methods are research-based and proven to positively impact school climate and increase academic performance. Interventions should be targeted to meet a specific need of students at the school based on data and should involve explicit teaching and monitoring.

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Coaching/Peer Support

Person Monitoring:	**By When/Frequency:**
Danielle Alchin-Principal, Ashley Haney-Assistant Principal, Erin Nusbaum - Math Coach, Misty Shilings - ELA Coach, Holly Sharbaugh - IB Coach/NEST	Throughout the Year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will assign a peer/coach to each beginning teacher. These mentors will support teachers and offer feedback through coaching cycles.

Action Step #2
NEST

Person Monitoring:
Danielle Alchin-Principal, Ashley Haney-Assistant
Principal, Erin Nusbaum - Math Coach, Misty
Shilings - ELA Coach, Holly Sharbaugh - IB
Coach/NEST

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will invite each beginning teacher to NEST meetings.

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.

https://www.wicklow.scps.k12.fl.us/

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))

https://www.wicklow.scps.k12.fl.us/

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))

Our school plans is to strengthen our academic programs by continue with our APTT nights in conjunction with having student led conference nights. The events will be planned with a focus on improving math and ELA student achievement by collaborating with parents.

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))

Throughout the course of the school year, formally on a quarterly basis, Federal Projects and Resource Development department leadership meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK). At these quarterly cross-department collaborative meetings, status updates of the Title I, Part A funded activities and initiatives are discussed. Such topics could include discussions between Federal Projects and Resource Development staff and Department of Teaching and Learning (DTL) staff discussing the implementation of a primary grades phonics program at Title I elementary schools. Resulting from these conversations, DTL leadership may suggest more purchased materials for the phonics program, and/or more on-site training days. These decisions would have an impact to the Title I budget for the next school year, which would then lead to further conversations with DTL leadership about adjusting needs and priorities for the other Title I, Part A funded activities. Federal Projects and Resource Development department leadership also meet with leadership from the Department of Teaching and Learning (Title II, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK) to develop the Title I, Part A plan. The various areas of focus which are supported with Title I, Part A funds are discussed with the respective leadership from those departments/programs, to ensure that the activities being proposed have the highest likelihood of success. During the planning phase of Title I school-wide plans, which typically begins late February or early March for the upcoming school year, leadership from the Federal Projects and Resource development department coordinate Title I collaborative planning sessions. Invited to these planning sessions are Title I school principals and designees from their leadership teams. Title I school team planning sessions are grouped so that all of the schools supported by a specific Assistant Superintendent meet together. Having the Assistant Superintendent participate in the collaborative planning session proves helpful, in that they are available to remind the principals of other programs or funding sources available. For instance, the Assistant Superintendent, Student Support Services would be able to remind a principal that IDEA funds are already in place to support an initiative that the principal wanted to include in their upcoming Title I, Part A plan.

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))

Wicklow Elementary identifies students in need of services and provides documented support. Support is provided by our guidance counselor, behavior interventionist, school social worker, or district mental health counselor depending on need.

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))

Wicklow Elementary uses a variety of methods to encourage college and career readiness in students. The Teach-In event held annually in November brings many volunteer professionals from the community into our classrooms to talk with students about their careers.   Each middle school presents the information about the programs of emphasis at their school to the 5th grade students and the transferer options. Wicklow students also participate in computer science and coding classes during the school year. As part of the school's special area rotation schedule, all students attend Spanish and French classes. Additionally, through the IB program, student develop inquiring, knowledgeable and learn to be caring young people who help to create a better and more peaceful world through intercultural understanding and respect. These skills are embedded in all content areas.

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)).

At Wicklow Elementary, students identified as tier 2 or 3 for behavior concerns are serviced by our behavior interventionist or social worker. Our behavior team works with teachers in supporting conditions for learning. Fidelity checks are completed by our behavior team to ensure that behavior intervention plans are being consistently followed.

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)).

Professional development activities will be planned to support student achievement and address areas of focus. Teachers and instructional paraprofessionals will be invited to all professional development activities.

To retain teachers, NEST monthly meetings will be scheduled and each beginning teacher will be paired with a coach or peer teacher.

Wicklow Elementary will encourage teachers to seek clinical education certification, so we can have interns place on our campus from local colleges.

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))

Students in the Voluntary Pre-K (VPK) Program will have the opportunity to visit the kindergarten classrooms at the end of the school year to learn about what to expect in kindergarten. During the summer, students entering kindergarten in selected Title I Schools can attend Kinder Camp to help prepare them for success in kindergarten. Schools offer Meet the Teacher before school starts and kindergarten teachers are available for individual conferences.

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.

In collaboration with the Assistant Superintendent, school leaders identify and align resources to meet the needs of all students and maximize desired student outcomes. Evaluation of student achievement data and related early warning actors such as attendance and discipline referrals are at the core of this work. Principals review data with the school leadership team, staff, and other relevant stakeholders, then develop or modify goals and strategies to align with the school needs presented. These goals and strategies are then operationalized through action items within the annual School Improvement Plan. These specific interventions or activities are noted within the SIP, and funding resources are assigned

Specifics to Address the Need

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

In the area of literacy, performance data from FAST and iReady in elementary schools or benchmark assessments in secondary schools are used to progress monitor whether core instruction is meeting the needs of students. A benchmark of 80% of students being at or above the 26th percentile is used to monitor whether further supports are needed. This data along with the data from district leadership walkthroughs in ELA classrooms are used by assistant superintendents to help school leaders problem solve after the administration of these assessments.

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