

Seminole County Public Schools

WILSON ELEMENTARY SCHOOL



2025-26 Schoolwide Improvement Plan

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School Board Approval

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

SIP Authority

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

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

The Department's SIP template meets:

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

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, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

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

Leadership Team Member #1

Employee's Name

ROD DUNAYE

rod_dunaye@scps.k12.fl.us

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

karen_wells@scps.k12.fl.us

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

kelly_riedel@scps.k12.fl.us

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

elaina_herrin@scps.k12.fl.us

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

amy_mireles@scps.k12.fl.us

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

eric_cameron@scps.k12.fl.us

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.

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

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

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.

3. SIP Monitoring

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

Monitoring the SIP plan throughout the year will involved 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 actions 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.

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.

C. Demographic Data

2025-26 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
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	25.8%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) 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>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment	132	134	144	141	155	138				844
Absent 10% or more school days	13	23	19	12	17	12				96
One or more suspensions	1	2	4	4	1	1				13
Course failure in English Language Arts (ELA)	1	21	29	2	1	2				56
Course failure in Math	1	16	24	3	4	0				48
Level 1 on statewide ELA assessment	0	2	19	15	10	8				54
Level 1 on statewide Math assessment	0	1	17	8	9	10				45
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	0	5	9	5	11	0				30
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	2	10	4	0	2				18

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	17	28	12	13	6				77

Current Year 2025-26

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

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

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	1	34	14	32	13	16				110
One or more suspensions		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		6				26
Level 1 on statewide ELA assessment				3	7	19	1			30
Level 1 on statewide Math assessment				3		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)		5	1	3	1					10

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	2	18	5	14	8	16	1			64

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

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	2	9	1	3						15
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	78	68	59	78	66	57	70	61	53
Grade 3 ELA Achievement	78	71	59	88	69	58	72	62	53
ELA Learning Gains	68	63	60	61	62	60			
ELA Lowest 25th Percentile	61	56	56	50	55	57			
Math Achievement*	81	69	64	78	67	62	76	64	59
Math Learning Gains	69	65	63	69	64	62			
Math Lowest 25th Percentile	50	47	51	40	43	52			
Science Achievement	76	68	58	71	68	57	79	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	73	73	63	77	75	61	70	77	59

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

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

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

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

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	70%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	634
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
70%	68%	75%	74%	68%		76%

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

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

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	48%	No		
English Language Learners	68%	No		
Asian Students	85%	No		
Black/African American Students	54%	No		
Hispanic Students	64%	No		
Multiracial Students	61%	No		
White Students	75%	No		
Economically Disadvantaged Students	52%	No		

D. Accountability Components by Subgroup

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

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	78%	78%	68%	61%	81%	69%	50%	76%					73%
Students With Disabilities	38%	37%	57%	59%	49%	52%	48%	42%					
English Language Learners	57%	57%	67%		80%	73%							73%
Asian Students	82%	82%	79%		92%	84%		92%					
Black/African American Students	52%	60%	56%	60%	52%	50%	45%	54%					
Hispanic Students	73%	71%	68%	54%	76%	59%	45%	65%					
Multiracial Students	62%	60%	73%	45%	74%	64%		50%					
White Students	86%	85%	64%	70%	85%	69%	59%	82%					
Economically Disadvantaged Students	54%	54%	53%	54%	55%	55%	38%	53%					

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%

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.

2024-25 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	78%	69%	9%	57%	21%
ELA	4	80%	67%	13%	56%	24%
ELA	5	77%	64%	13%	56%	21%
Math	3	81%	70%	11%	63%	18%
Math	4	84%	69%	15%	62%	22%
Math	5	49%	46%	3%	57%	-8%
Math	6	97%	71%	26%	60%	37%
Science	5	75%	66%	9%	55%	20%
Algebra		* data suppressed due to fewer than 10 students or all tested students scoring the same.				

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 Spring 2025 F.A.S.T. Data shows the following improvements:

4th Grade ELA - increased from 77% to 80% Level 3 and above.

4th Grade Math - increased from 78% to 84% Level 3 and above.

5th Grade ELA - increased from 68% to 77% Level 3 and above.

5th Grade Math - increased from 33% to 49% Level 3 and above.

5th Grade Science - increased from 70% to 75% Level 3 and above.

SWD ELA - increased from 40% to 48% Level 3 and above.

Learning Gains ELA - increased from 61% to 69%

Lowest Quartile Learning Gains ELA - increased from 50% to 61%

Lowest Quartile Learning Gains Math - increased from 40% to 50%

We focused on ensuring teachers were differentiating during instruction and providing small group support to all students in Math and ELA. Our intervention teacher and coaches supported teachers and students with areas of need. We also hired a Tutor to support teachers with differentiation, reteaching, and student groups on a weekly rotation in Math.

Lowest Performance

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

Our lowest performance from the Spring 2025 PM3 data is reflecting in the 3rd grade ELA with a decrease from 87% to 78% and in 3rd grade Math, a decrease from 88% to 81% scoring Level 3 and above. We also see a slight decrease in RAMP, with grade 4 decreasing from 99% to 93% and 5th grade RAMP decreasing from 99% to 97% at a Level 3 and above. Contributing factors could be that we no longer have ESSER funding available to reach the large number of students with extra before

school tutoring support. Last year, we had more students than the prior year that were Tier 2-3 in ELA and Math. Though our Proficiency level decreased, our students showed growth and many met their Learning Gains.

Greatest Decline

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

Our greatest decline was in 3rd grade ELA and Math Level 3 and above. This could have been a result of the 3rd grade student population having more ESE students and more Tier 2/3 students in ELA and Math. Most students showed steady growth, however, some didn't reach Level 3 or above.

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 Gaps:

Wilson ELA grade 3 78% vs. State 57%

Wilson ELA grade 4 80% vs. State 56%

Wilson ELA grade 5 77% vs. State 56%

Wilson Math grade 3 81% vs. State 63%

Wilson Math grade 4 84% vs. State 62%

Wilson Science grade 5 75% vs. State 55%

Negative Gap:

Wilson Math grade 5 49% vs. State 57%

Staff and students worked very hard to reach their goals. All students were provided small group support by their teacher, differentiating was consistent, and our coaches and intervention team provided support.

EWS Areas of Concern

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

Student attendance and proficiency in ELA and Math.

Highest Priorities

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

1. 3rd Grade ELA and Math Instruction and Progress Monitoring
2. Writing Instructions (K-5)
3. Core Instruction, Behavior, and Attendance
4. Making positive and genuine connections with all stakeholders.

5. Administration's participation in weekly PLC's 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

Area of Focus Description and Rationale

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

ELA: Area of focus is to increase the percentage of students scoring Level 3 or above on the FAST, and continue to improve learning gains in all testing grade levels.

Our Spring PM3 data from 2025 shows a crucial need to specifically focus on ELA in 3rd grade as we went from 87% the previous year to 78% in 24-25. Focusing on increasing learning gains and proficiency in ELA will help drive instruction, provide students and teachers with data to set goals throughout the school year, and ensure that all students continue to show growth in developing their reading skills.

Measurable Outcome

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

Level 3 and above proficiency:

3rd Grade:

ELA 78% to 83%

4th Grade:

ELA 80% to 85%

5th Grade

ELA 77% to 82%

Overall:

Learning Gains 69% to 74%

Lowest Quartile LG 61% to 66%

Wilson Elementary School's measurable goal will be to increase all ELA student achievement in proficiency and learning gains by at least 5%.

Monitoring

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

Teachers and staff will analyze both diagnostic formative and summative assessments consistently. We will continue with the use of the SCPS K-5 ELA Flowchart to continue monitoring student progress to guide small group instruction. Other tools used for monitoring will include unit assessments, iReady scores (weekly and diagnostic), F.A.S.T. results, and observation data. Instructional coaches and administration will continue UFLI and small group walk-through's, as well as the Instructional Priorities Classroom Look-For Tool to identify trends, monitor for fidelity, providing feedback, resources, and support as needed.

Person responsible for monitoring outcome

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

Evidence-based Intervention:

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

Description of Intervention #1:

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) FastForward (promising evidence), and Quick Reads (strong evidence). For students with disabilities who are served in separate classroom environments for the majority of the instructional day, additional curriculum has been included to address reading deficits as needed: Reading Mastery (promising evidence) and Corrective Reading (strong evidence). English Language Learners may also utilize Imagine Learning Language and Literacy (promising evidence) and Imagine Learning Espanol (promising 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:

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

Action Step #1

Targeted support for students

Person Monitoring:

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

By When/Frequency:

August 2025 to May 2026

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

*Leadership team and teachers will implement MTSS and tiered support from the beginning of the year, with a stronger focus on differentiating instruction and working in small groups. * Instructional coaches and the interventionist will provide targeted, in-class support focused on daily skill development. The goal is to help students reach grade-level proficiency, build confidence, improve study habits, and reduce test anxiety across all assessments (unit and benchmark tests, iReady, and FAST. *Wilson Elementary will launch our school-wide Intervention (Walk to model) for ELA during the first quarter. We call this initiative "Buzz Time," in the first quarter based on K-5 SCPS ELA assessment data by instructional coaches and classroom teachers.

Action Step #2

Intensive support for High L1s, High L2s, and Low L3s

Person Monitoring:

Administration; Instructional Coaches; Teachers; Interventionist

By When/Frequency:

August 2025 to May 2026

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

* Teachers 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. *Teachers and leadership 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. *Continued 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). *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

Intensive intervention and support for 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 2025 to May 2026

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

*Focus during small groups on differentiating and meeting students where they are and provide support to increase student understanding. *Teacher/student weekly data chats with these students. Students and teachers consistently tracking their growth and daily performance. Kids will know what they are deficient in, what their goals are to reach, and the realistic expectation of how to achieve goals. *Teachers will properly set/assign custom lessons in the i-Ready program and monitor 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). * Administrators conduct routine classroom walkthroughs to ensure that the frameworks are followed with fidelity. * Provide these students with additional time and support for learning in a timely, directive, and systematic way. * During PLCs, teachers will take the student assessments prior to instruction and use this information to plan for areas in which students may struggle with new information.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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

The area of focus for math will be to continue to increase the percentage of students scoring Level 3 or above on the FAST, and continue to improve learning gains in all testing grade levels.

There is a crucial need to focus on grade 3 math as we decreased from an 88% to an 81%. We also dropped in 4th and 5th grade RAMP, so will focus on proficiency for RAMP students and provide intense support. We did not move our percentage of learning gains overall and will focus on significantly increasing our math learning gains overall.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school

plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

3rd grade - increase Math proficiency from 81% to 86%

4th grade - increase Math proficiency from 84% to 89%

4th grade RAMP - increase proficiency from 93% to 98%

5th grade - increase Math proficiency from 49% to 54%

5th grade RAMP - increase proficiency from 97% to 100%

Monitoring

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

Teachers and staff will analyze both diagnostic formative and summative assessments consistently. We will continue monitoring student progress to guide small group instruction. Other tools used for monitoring will include unit assessments, iReady scores (weekly and diagnostic), F.A.S.T. results, and observation data. Instructional coaches and administration will continue small group walk-through's, as well as the Instructional Priorities Classroom Look-For Tool to identify trends, monitor for fidelity, providing feedback, resources, and support as needed.

Person responsible for monitoring outcome

Evidence-based Intervention:

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

Description of Intervention #1:

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

Rationale:

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:

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

Action Step #1

Targeted Support for Students

Person Monitoring:

Administration; Instructional Coaches; Teachers; Interventionist

By When/Frequency:

August 2025 to May 2026

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

*Leadership team and teachers will implement MTSS and tiered support from the beginning of the year, with a stronger focus on differentiating instruction and working in small groups. * Instructional coaches and the interventionist will provide targeted, in-class support focused on daily skill development. The goal is to help students reach grade-level proficiency, build confidence, improve study habits, and reduce test anxiety across all assessments (unit and benchmark tests, iReady, and FAST.

Action Step #2

Intensive Support in Achievement and Learning Growth of Students in Accelerated Courses

Person Monitoring:

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

By When/Frequency:

August 2025 to May 2026

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

*Teachers will invoke cooperative learning strategies (i.e. Kagan) and create/assign H.O.T. (High Order Thinking) questions with follow up. * Small group support by teacher for all students. *Gifted resource teacher will work with teachers in PLC's. She will model how to best incorporate and introduce advanced opportunities for students, including project-based learning (PBL). *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 will 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. * 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.

Area of Focus #3

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

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

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

We will focus on Science Instruction in all grade levels, working in collaboration with the teaching and learning Science TOA to provide resources and support to all teachers and students to continue to

increase proficiency. Our 5th grade Science increased in proficiency from a 70% to a 75%, and we would like to show continuous growth.

Measurable Outcome

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

Science proficiency in 5th grade will increase from 75% to 80%.

Monitoring

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

Administration will monitor through walk-through's and evaluations as well as support and participation in Science PLC's across all grade levels.

Person responsible for monitoring outcome

Administration, Teaching and Learning Science TOA

Evidence-based Intervention:

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

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Use PLC's for Professional Growth and Collective Responsibility to Understand and Improve Student Learning Outcomes.

Person Monitoring:

Instructional Coaches, Administration, and Teachers

By When/Frequency:

August 2025 through May 2026

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

*Regular PLC's using the Science PLC Process to guide the meeting *Check-in's with the Teaching and Learning Science District TOA

IV. Positive Learning 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.

2023-2024 year:

21% of all students showed 15+ absences

2024-2025 year:

20% of all students showed 15+ absences

The district Elementary average for Absences was 23%.

Our goal is to decrease this 10% per grade level for the 2025-2026 school year .

Our records show that last year, we averaged around 20-25 tardies per day and around 45-50 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.

Our Leadership Team, including our School Counselor, 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 & 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.

First year implementation of Behavior Coaching Academy - Tier I supports to create an optimal learning environment for the success of all students.

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, School Counselor, classroom teachers, secretaries, School social worker, District IST and School Based BCA Team, and School Resource Deputy.

Evidence-based Intervention:

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

Description of Intervention #1:

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

Action Step #1

Attendance Incentives - for both students & parents/guardians

Person Monitoring:

Administration; SAM; FTE Clerk; School Counselor , & Office secretaries.

By When/Frequency:

August 2025 to May 2026

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

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 2025 to May 2026

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 Parent Square system 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 2025 to May 2026

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

Teachers: 80.3% response rate.

Students: 88.6% response rate.

Ambitious instruction = Very Strong rating

Supportive Environment & Family Involvement = Strong rating

Effective Leaders & Collaborative teachers = Neutral rating

Snapshot SCPS survey- administered 1x per year

Wilson average = 8.8 % stating teachers/staff would recommend Wilson to others as top school to work at

District average = 8.18 %

Panorama results - administered 1x last year

60 of out 92 total employees took this survey in Spring 2025

Teachers: 48 total

Staff-Leadership Relationships = 87% percent favorable

Belonging = 84% percent favorable

School Climate = 81% percent favorable

Staff: 12 total

Staff-Leadership Relationships = 87% percent favorable

Belonging = 82% percent favorable

School Climate = 67% percent favorable

*Note: we increased by up to 5-10 % points in each category.

Wilson's goal will be to increase the Staff-Leadership Relationships and School Climate both by 10% by the final 2025-2026 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 Panarama 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:

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

Description of Intervention #1:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

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

Action Step #1

Teacher Celebrations & Recognition

Person Monitoring:

Administration

By When/Frequency:

August 2025 to May 2026

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

We will continue to reboot the 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 2025 to May 2026

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 2025 to May 2026

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; SAM, Wellness Champion; & Wellness Committee

By When/Frequency:

August 2025 to May 2026

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

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 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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

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

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

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

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

No Answer Entered

Plans to Strengthen the Academic Program

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

No Answer Entered

How Plan is Developed

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

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

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

Improving Student's Skills Outside the Academic Subject Areas

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

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

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

Process to Review the Use of Resources

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

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

Specifics to Address the Need

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

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 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 2025-26 UniSIG funds but has chosen NOT to apply.

No

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