

Seminole County Public Schools

WICKLOW 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

Wicklow Elementary's mission is to provide rigorous, standards-based instruction and foster meaningful relationships that develop globally minded scholars prepared to excel academically and contribute thoughtfully to a dynamic world.

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, 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

Danielle Alchin

alchindz@myscps.us

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, PBIS, Emergency Response, Teacher/Staff Evaluations, PDs, PLCs, PTA, Budget, SAC, Communication

Leadership Team Member #2

Employee's Name

Ashley Haney

ashley_haney@scps.k12.fl.us

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

george_gordon@scps.k12.fl.us

Position Title

Dean of Students

Job Duties and Responsibilities

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

Leadership Team Member #4

Employee's Name

Claudine Clay

claycd@scps.k12.fl.us

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, PBIS, SST, Behavior Interventions

Leadership Team Member #5

Employee's Name

Tamara Williams

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

tina_jones@scps.k12.fl.us

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, PBIS, Guidance Services, SST, Behavior Interventions, Crisis Support, Families in Need, Title I.

Leadership Team Member #7

Employee's Name

Holly Sharbaugh

holly_dumont@scps.k12.fl.us

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 #8**Employee's Name**

Shanston Boyd-Marks

shanston_boyd-marks@scps.k12.fl.us

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 #9**Employee's Name**

Erin Nusbaum

erin_nusbaum@scps.k12.fl.us

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

Leadership Team Member #10**Employee's Name**

Jessica Haner

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

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.

Wicklow's parents and community members are essential stakeholders in the development of our annual School Improvement Plan (SIP). The plan is created in collaboration with the School Advisory Council (SAC), which includes representation from both parents and community partners. A draft of the plan is presented at an early SAC meeting, where parent and community feedback is actively solicited and incorporated. Additionally, the finalized SIP will be shared with all stakeholders. As part of our continuous improvement process, we also review results from the 5Essentials survey and use this valuable feedback to enhance our supportive and inclusive school environment.

3. SIP Monitoring

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

The School Improvement Plan (SIP) will be presented to all faculty and staff at the start of the school year. Progress toward SIP goals will be monitored following each FAST assessment, and revisions will be made as necessary to support ongoing schoolwide improvement efforts.

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	YES
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	88.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	YES
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD)* ENGLISH LANGUAGE LEARNERS (ELL)* BLACK/AFRICAN AMERICAN STUDENTS (BLK)* HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: C 2023-24: C 2022-23: C 2021-22: C 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	52	85	90	108	96	86				517
Absent 10% or more school days	6	18	19	24	21	11				99
One or more suspensions	0	2	7	8	5	18				40
Course failure in English Language Arts (ELA)	0	15	23	35	9	2				84
Course failure in Math	0	13	32	34	15	15				109
Level 1 on statewide ELA assessment	0	2	46	64	16	31				159
Level 1 on statewide Math assessment	0	2	30	36	11	31				110
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	25	49	47	37	0				158
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	29	26	33	0	18				106

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	27	57	66	26	31				207

Current Year 2025-26

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	3	0	21	0	0				24
Students retained two or more times	0	0	0	3	0	2				5

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	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		5				35
Level 1 on statewide ELA assessment				1	27	34				62
Level 1 on statewide Math assessment				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

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	3	18	17	30	32	48				148

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	3	4	1	12						20
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*	43	68	59	43	66	57	40	61	53
Grade 3 ELA Achievement	45	71	59	42	69	58	41	62	53
ELA Learning Gains	47	63	60	48	62	60			
ELA Lowest 25th Percentile	46	56	56	46	55	57			
Math Achievement*	43	69	64	43	67	62	40	64	59
Math Learning Gains	39	65	63	40	64	62			
Math Lowest 25th Percentile	38	47	51	35	43	52			
Science Achievement	38	68	58	42	68	57	34	65	54
Social Studies Achievement*			92						
Graduation Rate									
Middle School Acceleration									
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	66	73	63	74	75	61	33	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)	ATSI
OVERALL FPPI – All Students	45%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the FPPI	405
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
45%	46%	48%	48%	35%		61%

* 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	23%	Yes	4	1
English Language Learners	38%	Yes	3	
Black/African American Students	35%	Yes	4	
Hispanic Students	44%	No		
White Students	57%	No		
Economically Disadvantaged Students	43%	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	43%	45%	47%	46%	43%	39%	38%	38%					66%
Students With Disabilities	18%	24%	30%	38%	16%	16%	14%	12%					40%
English Language Learners	26%	39%	40%	39%	36%	37%	38%	21%					66%
Black/African American Students	35%	14%	40%		30%	42%	42%	40%					
Hispanic Students	39%	48%	47%	41%	45%	39%	39%	33%					66%
White Students	64%	83%	58%		58%	33%		47%					
Economically Disadvantaged Students	39%	42%	45%	46%	39%	38%	37%	35%					66%

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%			34%					33%
Students With Disabilities	17%	25%			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%

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	42%	69%	-27%	57%	-15%
ELA	4	40%	67%	-27%	56%	-16%
ELA	5	39%	64%	-25%	56%	-17%
Math	3	54%	70%	-16%	63%	-9%
Math	4	37%	69%	-32%	62%	-25%
Math	5	18%	46%	-28%	57%	-39%
Math	6	100%	71%	29%	60%	40%
Science	5	38%	66%	-28%	55%	-17%

III. Planning for Improvement

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

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

Most Improvement

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

This year, we saw the largest improvement in 3rd grade Math. In 2024, 45% of our students were proficient. In 2024 56% of our students were proficient. This is an increase of 11 percentage points.

New actions included:

1. Data-based individual intervention
2. Reading strategies for math problems

Lowest Performance

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

Science 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 Science from 42% proficient in 2024 to 38% proficient in 2025.

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: 37%

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 with 10% or more days absent.

Highest Priorities

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

1. ELA Proficiency/Gains
2. Math Proficiency/Gains
3. Science Proficiency
3. SWD Achievement
5. ELL Achievement

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 required by RAISE (specific questions)

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 proficiency and growth is an area of focus due to Wicklow being identified as a RAISE school the the following proficiency scores: 3rd -43%, 4th 39%, 5th - 41%. English Language Arts (ELA) proficiency cultivates critical thinking, strengthens communication skills, and supports students' overall academic achievement across disciplines.

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

Consistently delivering instruction aligned to benchmark standards with integrity and precision.

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

Consistently delivering instruction aligned to benchmark standards with integrity and precision.

Grades K-2: Measurable Outcome(s)

At least 60% of students in grade levels K-2 will score on grade level on the i-Ready Diagnostic 3 assessment.

Grades 3-5: Measurable Outcome(s)

The percentage of students in grades 3-5 that score a Level 3 or above on FAST PM3 will increase to 55% or higher.

Monitoring

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

Monitoring will include:

1. Administration attending weekly PLC sessions
2. Data discussion with grade levels and individual teachers (after iReady Diagnostic,

FAST assessment, and Unit assessments)

3. Provide consistent teacher feedback through walkthroughs

Person responsible for monitoring outcome

Danielle Alchin-Principal, Ashley Haney-Assistant Principal, Erin Nusbaum - Math Coach, Jessica Haner - ELA Coach, Tamara Williams - ELA Coach, Holly Sharbaugh - IB Coach

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:

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:

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

ELA PLC

Person Monitoring:

Danielle Alchin-Principal, Ashley Haney-Assistant Principal, Jessica Haner - ELA Coach, Tamara Williams - ELA Coach

By When/Frequency:

Weekly

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

ELA coaches will lead weekly, grade-level Professional Learning Communities (PLCs) to support

instructional planning that is both benchmark-aligned and rigorous. Each PLC session will follow a structured agenda to ensure consistency and documentation. Benchmark assessment data will be reviewed and analyzed regularly to inform instructional adjustments and address student learning needs.

Action Step #2

Small Group Differentiated Instruction

Person Monitoring:

Danielle Alchin-Principal, Ashley Haney-Assistant
Principal, Jessica Haner - ELA Coach, Tamara
Williams - ELA Coach

By When/Frequency:

Weekly

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

K–5 reading teachers will deliver high-quality, skill-based small group instruction daily, ensuring that each student receives targeted support. Instructional groups will be strategically formed based on student data in the areas of decoding, fluency, and comprehension, allowing for differentiated instruction that meets individual learning needs.

Action Step #3

ELA Walkthroughs

Person Monitoring:

Danielle Alchin-Principal, Ashley Haney-Assistant
Principal, Erin Nusbaum - Math Coach, Jessica
Haner - ELA Coach, Tamara Williams - ELA
Coach, Holly Sharbaugh - IB Coach

By When/Frequency:

Weekly

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

School administrators and ELA instructional coaches will conduct weekly walkthroughs of ELA classrooms to observe instructional practices and provide teachers with timely, actionable feedback. Implementation of this action step will be monitored and documented using a classroom walkthrough tracking spreadsheet.

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)

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.

Achievement among Students with Disabilities (23%) has been identified as an area of focus due to a persistent achievement gap. These student groups should be supported through the implementation of scaffolded instructional strategies tailored to their specific learning needs. Additionally, ESE students must consistently receive their mandated accommodations and support services to help close academic gaps and promote equitable access to grade-level content.

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.

Students with Disabilities: 23%/ 55%

Monitoring

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

Monitoring will include:

1. Provide consistent teacher feedback through walkthroughs for ESE service providers
2. Data discussion with ESE service providers
3. Data discussions with a focus on the SWDs

Person responsible for monitoring outcome

Danielle Alchin-Principal, Ashley Haney-Assistant Principal, Erin Nusbaum - Math Coach, Jessica Haner - ELA Coach, Tamara Williams - ELA Coach, Holly Sharbaugh - IB Coach

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

Data analysis and Implementation

Person Monitoring:

Danielle Alchin-Principal, Ashley Haney-Assistant Principal
Principal

By When/Frequency:

Quarterly

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

Administration will facilitate regular data meetings with ESE teachers to evaluate the effectiveness of

instructional services and supports. These collaborative sessions will inform necessary adjustments to ensure continuous academic progress and improved outcomes for Students with Disabilities (SWD).

Action Step #2

Support service monitoring

Person Monitoring:

Danielle Alchin-Principal, Ashley Haney-Assistant Principal

By When/Frequency:

Weekly

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

Administration will conduct regular classroom observations to ensure that instructional services are implemented with fidelity, aligned to best practices, and effectively meeting the diverse learning needs of students.

Area of Focus #3

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.

Math proficiency is an area of focus due to 43% of Wicklow students being proficient and a decline in math learning gains from 40% to 39%. Mathematics proficiency fosters strong problem-solving abilities and deepens students' understanding of numerical relationships, supporting their overall academic development.

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.

At least 60% of students in grade levels K-2 will score on grade level on the i-Ready Diagnostic 3 assessment. The percentage of students in grades 3-5 that score a Level 3 or above on FAST PM3 will increase to 55% or higher.

Monitoring

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

Monitoring will include:

1. Administration attending weekly PLC sessions
2. Data discussion with grade levels and individual teachers (after iReady Diagnostic, FAST

assessment, and Unit assessments)

3. Provide consistent teacher feedback through walkthroughs

Person responsible for monitoring outcome

Danielle Alchin - Principal, Ashley Haney - Assistant Principal, Erin Nusbaum - Math Coach

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: iReady and SAVVAS enVision Math Diagnostic and Intervention System.

Rationale:

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

Math PLC

Person Monitoring:

Danielle Alchin - Principal, Ashley Haney - Assistant Principal, Erin Nusbaum - Math Coach

By When/Frequency:

Weekly

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

Math coaches will lead weekly, grade-level Professional Learning Communities (PLCs) to support instructional planning that is both benchmark-aligned and rigorous. Each PLC session will follow a structured agenda to ensure consistency and documentation. Benchmark assessment data will be reviewed and analyzed regularly to inform instructional adjustments and address student learning needs.

Action Step #2

Math Walkthroughs

Person Monitoring:

Danielle Alchin - Principal, Ashley Haney - Assistant Principal, Erin Nusbaum - Math Coach

By When/Frequency:

Weekly

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

step:

School administrators and math instructional coaches will conduct weekly walkthroughs of math classrooms to observe instructional practices and provide teachers with timely, actionable feedback. Implementation of this action step will be monitored and documented using a classroom walkthrough tracking spreadsheet.

Action Step #3

Small Group Differentiated Instruction

Person Monitoring:

Danielle Alchin - Principal, Ashley Haney -
Assistant Principal, Erin Nusbaum - Math Coach

By When/Frequency:

Weekly

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

K–5 math teachers will deliver high-quality, skill-based small group instruction daily, ensuring that each student receives targeted support. Instructional groups will be strategically formed based on student data in the areas of Numbers and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry allowing for differentiated instruction that meets individual learning needs.

Area of Focus #4

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.

Science has been identified as a targeted area for improvement due to a decline in student proficiency, with the percentage of students meeting grade-level expectations decreasing from 42% to 38%. Science proficiency equips students with the skills to design and conduct investigations, analyze experimental data, and construct evidence-based claims supported by scientific reasoning.

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.

The percentage of students scoring a Level 3 and above on the SSA will increase to 54%.

Monitoring

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

Monitoring will include:

1. Administration attending weekly PLC sessions
2. Data discussion with grade levels and individual teachers (after iReady Diagnostic, FAST

assessment, and Unit assessments)

3. Provide consistent teacher feedback through walkthroughs

Person responsible for monitoring outcome

Danielle Alchin-Principal, Ashley Haney-Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

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

Science PLC

Person Monitoring:

Danielle Alchin-Principal, Ashley Haney- Assistant Weekly
Principal

By When/Frequency:

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

The science coach will facilitate weekly science PLCs with grades 3-5 to ensure planning is benchmark-aligned and rigorous. PLC agendas will be used to document each PLC. Benchmark data will be analyzed each week in PLCs and instruction will be adjusted as needed.

Action Step #2

Classroom Walkthroughs

Person Monitoring:

Danielle Alchin-Principal, Ashley Haney- Assistant Weekly
Principal

By When/Frequency:

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

School administrators and coaches will conduct weekly walkthroughs of science classrooms to observe instructional practices and provide teachers with timely, actionable feedback. Implementation of this action step will be monitored and documented using a classroom walkthrough tracking spreadsheet.

Action Step #3

Hands-On Science Experiments

Person Monitoring:

Danielle Alchin-Principal, Ashley Haney- Assistant Weekly
Principal

By When/Frequency:**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

K–5 science teachers will conduct weekly hands-on experiments to promote student engagement, deepen conceptual understanding, and strengthen long-term retention of scientific content.

Area of Focus #5

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

ESSA Subgroups specifically relating to English Language Learners (ELL)**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.

Achievement among Students with Disabilities (38%) has been identified as an area of focus due to a persistent achievement gap. These student groups should be supported through the implementation of scaffolded instructional strategies tailored to their specific learning needs. Additionally, ESE students must consistently receive their mandated accommodations and support services to help close academic gaps and promote equitable access to grade-level content.

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.

English Language Learners: 38%/ 55%

Monitoring

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

Monitoring will include:

1. Provide consistent teacher feedback through walkthroughs for ELL service providers
2. Data discussion ELL service providers
3. Data discussions with a focus on the ELL

Person responsible for monitoring outcome

Danielle Alchin-Principal, Ashley Haney -Assistant Principal

Evidence-based Intervention:

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

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

Description of Intervention #1:

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

Data Analysis and implementation

Person Monitoring:

Danielle Alchin-Principal, Ashley Haney-Assistant Principal

By When/Frequency:

Quarterly

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

Administration will facilitate regular data meetings with ELL teachers to evaluate the effectiveness of instructional services and supports. These collaborative sessions will inform necessary adjustments to ensure continuous academic progress and improved outcomes for English Language Learner Students.

Action Step #2

Support Service Monitoring

Person Monitoring:

Danielle Alchin-Principal, Ashley Haney-Assistant Principal

By When/Frequency:

Weekly

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

Administration will conduct regular classroom observations to ensure that instructional services are implemented with fidelity, aligned to best practices, and effectively meeting the diverse learning needs of students.

Area of Focus #6

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

ESSA Subgroups specifically relating to Black/African American Students (BLK)

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.

Achievement among Black/African American Students (35%) has been identified as an area of focus due to a persistent achievement gap. These student groups should be supported through the implementation of scaffolded instructional strategies tailored to their specific learning needs.

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.

English Language Learners: 35%/ 55%

Monitoring

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

Monitoring will include:

1. Provide consistent teacher feedback through walkthroughs in classrooms
2. Data discussion with classroom teachers with a focus on Black/African American Students

Person responsible for monitoring outcome

Danielle Alchin-Principal, Ashley Haney -Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

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

Data Analysis and implementation

Person Monitoring:

Danielle Alchin-Principal, Ashley Haney -Assistant Quartley Principal

By When/Frequency:

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

Administration will facilitate regular data meetings with teachers to evaluate the effectiveness of instructional services and supports. These collaborative sessions will inform necessary adjustments to ensure continuous academic progress and improved outcomes for Black/African American students.

Action Step #2

Small Group Differentiated Instruction

Person Monitoring:

Danielle Alchin-Principal, Ashley Haney -Assistant Weekly
Principal

By When/Frequency:

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

K–5 teachers will deliver high-quality, skill-based small group instruction daily, ensuring that each student receives targeted support. Instructional groups will be strategically formed based on student data in the areas need.

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.

Our focus will be to decrease the number of students with 15 or more absences. If students are not present then they are missing quality instruction of the BEST benchmarks and targets.

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 24-25 school year, 44% of students (290 of the 656) students have 15 or more absences. The goal for the 25-26 school year is to reduce the percent of students with 15 or more absences to 20%.

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. Attendance data will be reviewed at MTSS meetings.

Person responsible for monitoring outcome

Danielle Alchin-Principal, Ashley Haney-Assistant Principal, Jamile Dominguez - Social Worker

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.

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

Family Intervention

Person Monitoring:

Danielle Alchin-Principal, Ashley Haney-Assistant Principal, Jamile Dominguez - Social Worker

By When/Frequency:

As needed

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.

Action Step #2

Presentation of Truancy Procedures

Person Monitoring:

Danielle Alchin-Principal, Ashley Haney-Assistant Principal, Jamile Dominguez - Social Worker

By When/Frequency:

Annually

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 the presentation the teachers will learn how they can assist in the truancy process. They will also learn about the class

incentives.

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.

Teacher recruitment and retention has been identified as a key area of focus to ensure consistent, high-quality instruction for all students and to foster a positive, collaborative school culture. This priority was informed by the previous year's climate survey results, which indicated that only 59% of teachers reported feeling a sense of connection to their colleagues, highlighting the need to strengthen professional relationships and overall staff morale.

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.

The percentage of teachers who report feeling connected to their colleagues will increase to a minimum of 65%, as measured by future school climate survey results.

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.

Administration will analyze staff survey data to evaluate the effectiveness of implemented strategies and inform future decision-making.

Person responsible for monitoring outcome

Danielle Alchin-Principal, Ashley Haney-Assistant Principal

Evidence-based Intervention:

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

Description of Intervention #1:

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 & Staff Member of the month

Person Monitoring:

Danielle Alchin-Principal, Ashley Haney-Assistant
Principal

By When/Frequency:

Monthly

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

Each month, one teacher and one staff member will be nominated, selected, and formally recognized for their exemplary contributions to the school community.

Action Step #2

Team Building/Teacher Resilience

Person Monitoring:

Danielle Alchin-Principal, Ashley Haney-Assistant
Principal

By When/Frequency:

Monthly

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

Monthly team-building activities will be facilitated to strengthen collegial relationships and promote a sense of connection among staff members. These activities will be drawn from The Onward Workbook to support adult social-emotional well-being and foster a collaborative school culture.

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.

Input, survey feedback, and recommendations from SAC members and a variety of stakeholders have been thoughtfully considered in the revision of the School Improvement Plan, with a focus on upholding high standards, addressing specific needs, and serving the broader community. The 5Essentials parent survey offers valuable insights and suggestions that inform reflection and guide action planning. At times, feedback may also inform the development of future surveys to assess feasibility and gauge broader community interest. As we expand our commitment to digital and distance learning opportunities, we will continue to seek input from parents and the community to further refine our plan.

<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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

Teachers and administrators actively engage in local events and are frequently invited to participate in community celebrations. They also collaborate with local businesses through the school's business partnership programs. Additionally, faith-based leaders are welcomed and encouraged to build relationships with local schools to further strengthen community connections.

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

The school is committed to strengthening its academic program by having instructional coaches lead Professional Learning Communities (PLCs) to ensure that instructional planning is both benchmark-aligned and rigorous. To support high-quality teaching and learning, the school will conduct weekly classroom walkthroughs focused on monitoring instructional fidelity and providing educators with timely, actionable feedback.

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)).

Throughout the course of the school year, 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 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 status of the proposed activities that fall under the direction of DTL. Such activities/programs include split-funded teacher- on-assignment Program Specialists, Reading Eggs at Title I elementary schools, an incoming third grade summer learning program, a summer literacy bus, and additional teacher induction mentors at Title I schools with high numbers of new educators. These decisions may impact the Title I, Part A plan for the following 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 spans early December to late March for the upcoming school year, leadership from the Federal Projects and Resource development department collaborate with Title I school principals, and district-level leadership who oversee TIPA areas of focus, on developing Title I schoolwide plans which will best contribute to closing academic achievement gaps. As TIPA SWPs are being developed, Title I school principals may indicate from which departments they want support in the development and implementation of their plans:

Alternative Programs, Career & Camp; Technical Education, ePathways, Early Learning/VPK, ESOL World Languages & Student Access, Families in Need, Federal Projects & Camp; Resource Development, Leadership Pathways, Student Assignment & Program Access, Student Support Services, Teaching and Learning. Such cross-departmental collaboration could include braiding Title I, Part A and IDEA funding to split-fund an ESE teacher, or Title I, Part A and Title III, Part A funds both supporting a supplemental English language acquisition program at a Title I school.

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)).

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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, students develop the ability to be inquirers, 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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

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, monthly NEST 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 placed 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(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. 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 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 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) and rationale (i.e., data) you have determined will be used this year 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 2025-26 UniSIG funds but has chosen NOT to apply.

No

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