

Wakulla County Schools

# SHADEVILLE ELEMENTARY SCHOOL



2024-25 Schoolwide Improvement Plan

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# School Board Approval

This plan was approved by the Wakulla County School Board on School Board Approval Date: 09/09/2024.

## SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state’s graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

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

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

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

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

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

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

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

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

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

## Purpose and Outline of the SIP

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

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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Shadeville Elementary School supports the District's Mission: To cultivate opportunities for students to become lifelong learners by offering a rigorous, relevant, and safe learning environment. Students will explore their interests and passions and develop the resiliency to succeed in today's society.

### Provide the school's vision statement

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Shadeville Elementary School's Administration, Faculty, and Staff support the District's Vision: To empower students, families, and communities to support student learning and growth through rigor, resiliency, and relevance.

## B. School Leadership Team

### School Leadership Team

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

### Leadership Team Member #1

#### Employee's Name

Timothy Wheeler

#### Position Title

Principal

#### Job Duties and Responsibilities

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Attend all SAC meetings

Provide guidance and information to assist the committee in decision-making

Approves all final decision of the committee

Monitors action steps and teacher performance

Reviews data

### Leadership Team Member #2

#### Employee's Name

Eden Rogers

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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Attend SAC meetings

Provide guidance and information to assist the committee in decision-making

Prepares Minutes to submit to district office

Updates School Improvement folder held in the front office

Prepares Parent and Family Involvement documents

Monitors action steps and teacher performance

Reviews data

**Leadership Team Member #3**

**Employee's Name**

Heather Hatfield

**Position Title**

Instructional Coach

**Job Duties and Responsibilities**

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Provides data and input about evidence-based strategies and rationale for using strategies.

**Leadership Team Member #4**

**Employee's Name**

Sarojanie Samlal

**Position Title**

Teacher/ SAC Chair

**Job Duties and Responsibilities**

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Collaborates with team to write SIP. Communication and collaboration with ESE team to provide input on student needs and performance.

**Leadership Team Member #5**

**Employee's Name**

Kathryn Lima

**Position Title**

Teacher

**Job Duties and Responsibilities**

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Communication and collaboration with Kindergarten team to provide input on student needs and performance.

### **Leadership Team Member #6**

**Employee's Name**

Starla Perry

**Position Title**

Teacher

**Job Duties and Responsibilities**

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Communication and collaboration with 1st grade team to provide input on student needs and performance.

### **Leadership Team Member #7**

**Employee's Name**

Kay Reeves

**Position Title**

Teacher

**Job Duties and Responsibilities**

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Communication and collaboration with 2nd grade team to provide input on student needs and performance.

### **Leadership Team Member #8**

**Employee's Name**

Jeana Millender

**Position Title**

Teacher

**Job Duties and Responsibilities**

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Communication and collaboration with 3rd grade team to provide input on student needs and performance.

### **Leadership Team Member #9**

**Employee's Name**

Kimberly Morgan

**Position Title**

Teacher

**Job Duties and Responsibilities**

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Communication and collaboration with 4th grade team to provide input on student needs and performance.

**Leadership Team Member #10**

**Employee's Name**

Suzanne McCord

**Position Title**

Teacher

**Job Duties and Responsibilities**

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Communication and collaboration with 5th grade team to provide input on student needs and performance.



## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

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

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

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The school leadership team is comprised of Shadeville's faculty, staff, and administrators. They are responsible for getting input from their teams that are used in the creation of the school improvement plan (SIP). Additionally, the School Advisory Council (SAC) is made up of representatives from the leadership team and parents and community leaders to meet the requirement of a minimum of 51 % representation by non-district staff. Progress toward SIP goals will be reviewed through quarterly SAC meetings. All stakeholders are invited to these meetings to share their input in the development and monitoring of the SIP.

### SIP Monitoring

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

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Data collected from District Based Assessments (DSBA's), State Progress Monitoring, Attendance, and other relevant information will be collected and regularly monitored through the Response to Intervention (RtI) process. The plan will be revised, as needed, based on student performance data, to ensure continuous improvement.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>ELEMENTARY KG-5</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>NO</b>
<b>2023-24 MINORITY RATE</b>	<b>19.9%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>65.8%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD) BLACK/AFRICAN AMERICAN STUDENTS (BLK) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: A 2022-23: A* 2021-22: A 2020-21: 2019-20: A</b>

## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	30	24	31	26	18	18				147
One or more suspensions	3	3	7	8	15	20				56
Course failure in English Language Arts (ELA)	0	10	16	4	1	3				34
Course failure in Math	0	4	18	4	2	3				31
Level 1 on statewide ELA assessment	9	24	16	15	20	15				99
Level 1 on statewide Math assessment	25	8	18	9	25	10				95
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	6	27	25	16						74
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	16	17	27	14	17	17				108

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	9	6	1	2	1	0				19
Students retained two or more times	0	0	0	2	1	0				3

**Prior Year (2023-24) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	24	28	30	26	26	25				159
One or more suspensions			1	2	3	3				9
Course failure in ELA		5	4	11	4	5				29
Course failure in Math		2	7	11	6	2				28
Level 1 on statewide ELA assessment				3	16	16				35
Level 1 on statewide Math assessment					9	5				14
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	3	6	4						26

**Prior Year (2023-24) As Last Reported (pre-populated)**

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		3	4	11	10	10				38

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	10	7	1	3	1					22
Students retained two or more times				4	1					5

## 2. Grades 9-12 (optional)

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

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

## A. ESSA School, District, State Comparison

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

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	64	64	57	55	57	53	57	63	56
ELA Grade 3 Achievement **	65	67	58	58	60	53			
ELA Learning Gains	64	62	60				58		
ELA Learning Gains Lowest 25%	56	59	57				51		
Math Achievement *	68	63	62	67	61	59	74	47	50
Math Learning Gains	59	59	62				78		
Math Learning Gains Lowest 25%	49	49	52				65		
Science Achievement *	68	60	57	64	60	54	79	68	59
Social Studies Achievement *								68	64
Graduation Rate								68	50
Middle School Acceleration								60	52
College and Career Readiness									80
ELP Progress			61			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 (FPI) than in school grades calculation.

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	62%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	493
Total Components for the FPPI	8
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
62%	61%	66%	55%		67%	63%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.



### C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	43%	No		
Black/African American Students	56%	No		
Multiracial Students	41%	No		
White Students	64%	No		
Economically Disadvantaged Students	58%	No		

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	32%	Yes	1	
Black/African American Students	48%	No		

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Multiracial Students	70%	No		
White Students	63%	No		
Economically Disadvantaged Students	46%	No		

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	45%	No		
English Language Learners				
Native American Students				
Asian Students				
Black/African American Students	52%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Hispanic Students				
Multiracial Students	72%	No		
Pacific Islander Students				
White Students	68%	No		
Economically Disadvantaged Students	57%	No		

### D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	64%	65%	64%	56%	68%	59%	49%	68%					
Students With Disabilities	25%	22%	48%	48%	43%	52%	54%	53%					
Black/African American Students	53%	53%	63%		58%	68%		40%					
Multiracial Students	50%				31%								
White Students	66%	69%	65%	59%	72%	61%	51%	72%					
Economically Disadvantaged Students	57%	62%	60%	56%	59%	56%	50%	64%					

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	55%	58%			67%			64%					
Students With Disabilities	29%	38%			36%			24%					
Black/African American Students	39%				58%			47%					
Multiracial Students	62%				77%								
White Students	57%	59%			68%			68%					
Economically Disadvantaged Students	40%	44%			54%			46%					

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	57%		58%	51%	74%	78%	65%	79%					
Students With Disabilities	17%		43%	50%	38%	60%	58%	50%					
English Language Learners													
Native American Students													
Asian Students													
Black/African American Students	38%		32%		62%	74%							
Hispanic Students													
Multiracial Students	57%		57%		86%	86%							
Pacific Islander Students													
White Students	59%		60%	55%	75%	78%	65%	83%					
Economically Disadvantaged Students	43%		45%	48%	66%	70%	57%	73%					

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

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

An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	66%	64%	2%	55%	11%
Ela	4	56%	57%	-1%	53%	3%
Ela	5	66%	63%	3%	55%	11%
Math	3	76%	66%	10%	60%	16%
Math	4	52%	54%	-2%	58%	-6%
Math	5	75%	61%	14%	56%	19%
Science	5	67%	58%	9%	53%	14%

### 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?

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Overall performance of grades 3-5 ELA increased from 56% proficiency in 2022/2023 to 65% proficiency in 2023/2024. The newly adopted Wonders textbook and increased collaboration with team members, Reading, and Instructional Coaches all aided in this growth. Implementation of Kagan strategies during ELA instruction and setting reading goals with classroom and schoolwide incentives, such as the Accelerated Reader Store, motivated students to increase their time on independent reading. Partnering with New Worlds Reading gave students additional access to books at home.

\*This was the second year of the BEST assessment with adaptive testing. Teachers and students may have been more familiar with what to expect on the assessment.

##### Lowest Performance

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

---

Data reflects a 20% gap in Math learning gains of 4th and 5th grade students in the lowest quartile. This was due to the lack of rigor in the implementation of BEST benchmarks. 52% of fourth-grade students achieved proficiency in Math. 32% of fourth-grade students showed learning gains, with 15% of fourth-grade students in the lowest quartile showing learning gains.

##### Greatest Decline

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

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Fourth-grade math had the greatest decline, from 62% in 2022-2023 to 52% in 2023-2024. This was due to the lack of rigor in the implementation of BEST benchmarks. 52% of fourth-grade students achieved proficiency in Math. 32% of fourth-grade students showed learning gains, with 15% of fourth-grade students in the lowest quartile showing learning gains.

##### 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.

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The greatest gap when compared to the State average is 4th grade math. The State average is 58% while our 4th grade math is 52%. This is a significant decline from the 2022/2023 school year when 4th grade Math proficiency was 62%. The lack of rigor in the implementation of the new BEST benchmarks contributed to this decline.

### **EWS Areas of Concern**

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

---

A total of 159 students, averaging 26.5 students per grade level were absent more than 10% of the time in the 2023/2024 school year. This represents more than 25% of the entire student population.

### **Highest Priorities**

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

---

1. Continued effort to close performance gaps in Math and ELA.
2. Need for more resources to improve performance of students in the lowest quartile (pull out resource teachers, small group interventions, after school remediation)
3. Continued instruction in foundational skills to ensure gaps are closed and students continue to be successful at higher levels.
4. Availability of a class set of laptops and remedial software.

## 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

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

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2022/2023 FAST PM3 data reflected that 56% of students in grades 3-5 scored at or above proficiency level. This number increased to 64% proficiency in 2023-2024, meeting the goal set in our school improvement plan.

1. We would like to see at least 67% of our students at proficiency level on the 2024/2025 FAST PM3 assessment. This would be a 3% improvement. Per the district's 5-year strategic plan, best practices recommend an aim of between 3% and 5% goal for improvement.

2. 64% of students in grades 4 and 5 showed learning gains as compared to 56% of students in our lowest quartile showing learning gains. This reflects an 8 % gap in performance. We would like to see a minimum of a 3% increase in learning gains for students in our lowest quartile.

#### 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.

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In the 2024/2025 school year, 67% of students in grades 3-5 will score at or above the state proficiency level on the FAST PM3 ELA assessment with a minimum of 59 % of students in the lowest quartile showing learning gains.

#### Monitoring

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

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Classroom walkthroughs and observations

Quarterly data meetings (STAR Early Literacy, STAR Reading, FAST, iReady Diagnostics, DSBA's)

Tiered interventions (Rtl)

**Person responsible for monitoring outcome**

Timothy Wheeler

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

Common Boards at all grade levels Collaborative Planning with Instructional Coach Collaboration with Learning Leaders ESE Inclusion/Resource Teachers (K-5) Schoolwide Incentives for achievements such as AR Store, Word Count Goals & Reading Warriors Inclusive/Resource setting for students with disabilities (per LRE) Instructional Coach. Learning Leaders and/or Title 1 Reading Remediation Teacher iReady/Ready Teacher Toolbox/Ready Material Kagan Strategies Get Your Teach On Strategies News - Scholastic, TFK, Kind News Peer-to-Peer Reading Reading Buddies Response to Intervention/MTSS for remediation and interventions SIPPs/Rewards Software - Freckle. Renaissance AR STARS/CARS Teach Town EnCore for students on Access Points Wonders Curriculum

**Rationale:**

Common Boards provide students with lesson standards and information to lend relevance to the content. Kagan structures and Get Your Teach On strategies are practiced daily to encourage students to work cooperatively, promote teamwork, hold students accountable for their individual contribution, and provide differentiated levels of engagement. The Instructional Coach provides ELA resources for classroom instruction and Rtl. The Instructional Coach and/or the remediation or resource teacher works with small groups of students needing support to master ELA standards. Learning Leaders work collaboratively with their teams to assist in the implementation of strategies to help close performance gaps. SWD receive instruction through inclusion as deemed appropriate by the IEP team. The Rtl/MTSS process is used to identify and support students in needed of tiered supports which are then provided. Reading capacity of all students is supported through Reading Buddies, Peer-to-Peer Reading and schoolwide incentives such as Accelerated Reader (AR) goals and store, Reading Warriors recognition, and earning t-shirts. All strategies are district approved/ adopted as evidence-based through current research and effectiveness in target populations. All students are instructed using the research-based curricula of Wonders or Teach Town EnCore.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

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

**Action Step #1**

Teacher training and support.

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

Heather Hatfield

Ongoing

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

Instructional Coaches will work with teachers to provide training and support throughout the school year. Teachers of students on Access Points will receive multiple trainings from Teach Town EnCore throughout the year.

**Action Step #2**

Teacher collaboration

**Person Monitoring:**

Timothy Wheeler

**By When/Frequency:**

Ongoing

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

Grade-level teams will collaborate weekly to plan lessons and strategies to help close the performance gap.

**Action Step #3**

Monitoring of Performance

**Person Monitoring:**

Timothy Wheeler

**By When/Frequency:**

Ongoing

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

Rigor, relevance, & resiliency will be monitored through classroom walk-throughs and observations with feedback throughout the school year. Administrators will review lesson plans, observe instruction, student engagement, and their interactions to ensure that BEST standards are being taught with fidelity.

**Action Step #4**

Instructional Strategies

**Person Monitoring:**

Timothy Wheeler

**By When/Frequency:**

Ongoing

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

Kagan Coach will demonstrate Kagan structures during faculty meetings familiarize teachers with how to apply new structures to increase student engagement and improve rigor and relevance of instruction. Pilot group of teachers who attended Get Your Teach On professional development will train their grade level peers on implementation of this method of collaborative learning for implementation in lessons as needed. These strategies will be embedded into lesson plans.

**Action Step #5**

Data Monitoring and Review

**Person Monitoring:**

Timothy Wheeler

**By When/Frequency:**

Ongoing

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

Student data from FAST, STAR Reading, STAR Early Literacy, iReady Diagnostics, DSBAs, and student grades will be used to progress-monitor and differentiate instruction to ensure rigor of instruction and meet the needs of all students. Students in need of enrichment opportunities will be

identified and provided individualized classroom challenges to enhance their learning. Students in need of tiered interventions will be identified through ongoing data review and will be provided supports as determined by the district's Response to Intervention (Rtl) process.

**Action Step #6**

Professional Development

**Person Monitoring:**

Eden Rodgers

**By When/Frequency:**

Ongoing

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

Learning Leadership Teams will meet as a Professional Learning Community (PLC) on a monthly basis to review evidence based practices to help guide a plan for rigorous instruction. Teachers of students on Access Points will meet as a PLC on a monthly basis to review evidence based practices and best practices strategies to enhance the learning experience of their students.

**Action Step #7**

Implementation of Curriculum

**Person Monitoring:**

Timothy Wheeler

**By When/Frequency:**

Ongoing

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

The Wonders curriculum and iReady Reading will be implemented to provide rigorous instruction under the BEST Benchmarks. The iReady software is designed to create individualized learning paths based on student mastery of skills. This method provides enrichment opportunities as well as interventions for students as needed. Students on Access points will be instructed using the differentiated Teach Town EnCore curriculum.

**Action Step #8**

Motivation

**Person Monitoring:**

Tim Wheeler

**By When/Frequency:**

Ongoing

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

Grade level teams will set Accelerated Reader goals which will be positively reinforced at the classroom and schoolwide levels. These goals are based on data review of student performance and will provide enrichment opportunities for students reading above their grade level while encouraging students who are struggling to work toward their goals.

**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**

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

---

2023/2024 FAST PM3 data reflect that 68% of students in grades 3-5 scored at or above proficiency

level. This achievement exceeded our SIP goal of 67%.

1. We would like to see at least 71% of our students at proficiency level on the 2024/2025 FAST PM3 assessment. This would be a 3% improvement. Per the district's 5-year strategic plan, best practices recommend an aim of between 3% and 5% goal for improvement.

2. 59% of students in grades 4 and 5 showed learning gains as compared to 49% of students in our lowest quartile showing learning gains. This reflects a 10% gap in performance. We would like to see a minimum of a 3% increase in learning gains for students in our lowest quartile.

### **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.

---

In the 2024/2025 school year, 71% of students in grades 3-5 will score at or above the state proficiency level on the FAST PM3 Math assessment with a minimum of 52% of students in the lowest quartile showing learning gains.

### **Monitoring**

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

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Classroom walkthroughs and observations

Quarterly data meetings (STAR Early Literacy, STAR Math, FAST, iReady Diagnostics, student grades)

Tiered interventions (Rtl)

### **Person responsible for monitoring outcome**

Timothy Wheeler

### **Evidence-based Intervention:**

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

### **Description of Intervention #1:**

After-School Remediation Common Boards Collaborative Planning ESE Inclusion/Resource Teachers (K-5) Harcourt Big Ideas Math Curriculum Implementation of Daily High Yield Routines (HYR) Incentives for achievements such as Math Warriors Inclusive/Resource setting for students with disabilities (per LRE) iReady/Ready Teacher Toolbox Kagan Strategies Get Your Teach On

Strategies Mentor Teachers Learning Leaders Response to Intervention/MTSS for remediation and interventions Software - Freckle. Generation Genius, Reflex/Frax Teach Town EnCore for students on Access Points Title I Math Remediation Teacher

**Rationale:**

A minimum of 60 minutes daily of grade-level Math instruction will be provided. Programs such as Reflex/ Frax, iReady Math, Teach Town, and Freckle will will be used to enhance curriculum and assist in providing differentiated practice at all grade levels. Daily HYR and the daily practice of Kagan and Get Your Teach On strategies will be implemented to motivate students and increase instructional rigor. SWDs will receive instruction in an inclusion/resource setting as deemed appropriate by the IEP team. A Title I teacher will work with students needing small group support to achieve mastery. The RtI/MTSS process will be used identify students needing tiered support. Instructional and Learning Leaders will provide training and support through PLCs. Math fact fluency will be supported by a schoolwide incentive program. Mentors will support first year teachers to help hone their practice. All strategies are district approved/adopted as evidence based through current research and effectiveness in target populations.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

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

**Action Step #1**

Professional Development

**Person Monitoring:**

Eden Rodgers

**By When/Frequency:**

Ongoing

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

Teachers will attend professional development on how to use online resources such as i-Ready, Reflex/Frax, Freckle and Teach Town.

**Action Step #2**

Training, Support & Collaboration

**Person Monitoring:**

Eden Rodgers

**By When/Frequency:**

Ongoing

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

Instructional Coaches, Learning Leaders, and Mentors will provide support, training, and collaboration. Learning Leadership Teams will meet as a Professional Learning Community (PLC) on a monthly basis to review evidence-based practices to help guide a plan for rigorous instruction. Teachers of students on Access Points will meet as a PLC on a monthly basis to review evidence based practices and best practices strategies to enhance the learning experience of their students.

**Action Step #3**

Observations and Monitoring



**Person Monitoring:**

Timothy Wheeler

**By When/Frequency:**

Ongoing

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

The effectiveness of instruction and teaching practice will be monitored by classroom walk-throughs and observations throughout the year. Administrators will review lesson plans and observe instruction, student engagement and interaction, and ensure that BEST standards are being taught with fidelity. Lesson plans will indicate the implementation of at least one Kagan strategy daily, spiral reviews, and the practice of Daily High Yield Routines.

**Action Step #4**

Data Review and supports

**Person Monitoring:**

Timothy Wheeler

**By When/Frequency:**

Ongoing

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

Teachers will review all available data (FAST, STAR, iReady diagnostics, and student grades) to drive instruction and help close gaps in learning. Student data will be used to monitor the rigor and effectiveness of instruction and to differentiate instruction in order to make instruction relevant to meeting the needs of all students. Students in need of enrichment opportunities will be identified and individualized classroom opportunities will be provided based on student performance. Students in need of tiered interventions will be identified through ongoing data review and supports will be provided as determined by the district's Response to Intervention process.

**Action Step #5**

Supplemental/Small Group Instruction

**Person Monitoring:**

Timothy Wheeler

**By When/Frequency:**

Ongoing

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

Supplemental, differentiated instruction will be provided by a Title I remediation teacher and resource teachers at all grade levels to address student learning gaps.

**Action Step #6**

Positive Reinforcement/Motivation

**Person Monitoring:**

Timothy Wheeler

**By When/Frequency:**

Ongoing

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

Grade level teams will set Math fluency goals which will be positively reinforced at the classroom and school wide levels.

**Action Step #7**

Instructional Strategies

**Person Monitoring:**

Timothy Wheeler

**By When/Frequency:**

Ongoing

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



Kagan Coach will demonstrate Kagan structures during faculty meetings familiarize teachers with how to apply new structures to increase student engagement and improve rigor and relevance of instruction. Pilot group of teachers who attended Get Your Teach On professional development will train their grade level peers on implementation of this method of collaborative learning for implementation in lessons as needed. These strategies will be embedded into lesson plans.

### **Action Step #8**

Implementation of curriculum

#### **Person Monitoring:**

Timothy Wheeler

#### **By When/Frequency:**

Ongoing

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

The Harcourt Big Ideas Math curriculum will be implemented to provide rigorous instruction, as detailed in grade level pacing guides and the practice of daily high yield routines, and spiral reviews, under the BEST Benchmarks. Students on Access points will be instructed using the Teach Town EnCore curriculum.

### **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**

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

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2023/2024 Statewide Science Assessment data reflect that 68% of students in grade 5 scored at or above proficiency level. This exceeded the state average of 53 % and the district average of 62 %. We would like to maintain our students' future success by striving for excellence.

We would like to see at least 71% of our students at proficiency level on the 2024/2025 Statewide Science Assessment. This would be a 3% improvement. Per the district's 5-year strategic plan, best practices recommend an aim of between 3% and 5% goal for improvement.

#### **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.

---

In the 2023/2024 school year, 71% of students in fifth grade will score above the state proficiency level in the Statewide Science Assessment.

#### **Monitoring**

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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.

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Chapter Assessments with remediation as needed

Science HYR Spiral Review

Science DSBAs

Classroom walk throughs

Quarterly data meetings

**Person responsible for monitoring outcome**

Timothy Wheeler

**Evidence-based Intervention:**

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

**Description of Intervention #1:**

Hands-on science activities and classroom projects Science Kits Florida Science HM textbooks Curriculum Guides Online resources such as Mystery Science, Pebble Go, Teach Town, Study Island, Generation Genius, & Discovery Education After school remediation Kagan structures Get Your Teach On Strategies Common Boards

**Rationale:**

Students will participate in hands-on projects such as Project Learning Tree and Science on the Move throughout the school year. A variety of Science Kits will be available to teachers for in-class, hands-on experiences. Teachers will utilize the district-approved textbook, online resources, and the curriculum guide to teach grade-level standards. Study Island, Teach Town, Mystery Science, Generation Genius, Discovery Education, and Pebble Go are all online programs which will be incorporated to enhance lessons, and increase student engagement and assessment proficiency. Students will also be able to use these technologies to increase their knowledge of science vocabulary and understanding the scientific process. After school remediation will be made available to struggling students. Kagan and Get Your Teach On Strategies will be incorporated, and HYR Spiral Reviews and Science DSBAs will provide data to monitor student performance. When needed, the Instructional Coach will provide intervention ideas and materials. All strategies are district approved/ adopted as evidence based through current research and effectiveness in target populations.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

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

**Action Step #1**

Hands-on Learning/Enrichment

**Person Monitoring:**

Timothy Wheeler

**By When/Frequency:**

Ongoing

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

Project Learning Tree and Science on the Move activities will be scheduled throughout the school year. Science Kits will be made available for classroom use and are available upon teacher request from the media center.

**Action Step #2**

Remediation

**Person Monitoring:**

Eden Rodgers

**By When/Frequency:**

Ongoing

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

After school remediation will be made available to target students

**Action Step #3**

Online resources

**Person Monitoring:**

Timothy Wheeler

**By When/Frequency:**

Ongoing

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

Teachers will have access to HM textbooks and workbooks, online resources, and curriculum guides. Teachers will utilize online resources such as Study Island, Generation Genius, Mystery Science, and Teach Town to enrich and remediate as student data reflect the need.

**Action Step #4**

Embedded Instructional Strategies

**Person Monitoring:**

Timothy Wheeler

**By When/Frequency:**

Ongoing

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

Kagan Coach will demonstrate Kagan structures during faculty meetings and share information via email. These will help students increase interaction and engagement. Strategies will be embedded into lesson plans. A pilot group of teachers will instruct their grade-level peers on Get Your Teach On Strategies to enhance collaborative learning.

**Action Step #5**

Data Monitoring and Support

**Person Monitoring:**

Timothy Wheeler

**By When/Frequency:**

Ongoing

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

Daily High Yield Routines and weekly Spiral Reviews will support student learning through intense repeated practice. Mid- and end-of-chapter Assessments as well as DSBAs will be used to monitor student progress and achievement and identify students in need of additional support or enrichment.

**Action Step #6**

Use of technology

**Person Monitoring:**

Eden Rodgers

**By When/Frequency:**

Ongoing

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

Teachers will be provided with weekly computer lab time for students to utilize technology. All students are assigned individual laptops or iPads that are used daily in classrooms. District-approved software is accessible to students by logging in using their individualized usernames and passwords. Students with IEPs are provided accommodations as needed, such as speech-to-text technology.

**Action Step #7**

Performance Observations

**Person Monitoring:**

Timothy Wheeler

**By When/Frequency:**

Ongoing

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

Classroom walk-throughs and observations will be conducted throughout the school year to ensure that standards are being taught and students are actively engaged in the learning process

**Action Step #8**

Professional Development

**Person Monitoring:**

Eden Rodgers

**By When/Frequency:**

Ongoing

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

Teachers will be offered Professional Development on PLT throughout the year. Teachers of students on Access Points will meet monthly as a PLC to review evidence-based practices and strategies to enhance the learning experience of their students.

## IV. Positive Culture and Environment

**Area of Focus #1**

Other

**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.

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Character strength development will be addressed through Resiliency Education Instruction. The revised Florida Resiliency Education Standards are intentionally designed to impart the value of resiliency skills in early grades, such as volunteerism, responsibility, and goal setting, and then support students as they demonstrate those concepts in higher grades. The standards embed

concepts of civic responsibility through citizenship and mentorship to not only help students understand the value of these ideas, but to actively engage in activities and exercises that will prepare them to be upstanding, responsible citizens.

### **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.

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In the 2024/2025 school year, 100% of students in grades K-5 will receive instruction in character education during weekly Guidance classes, using the district-approved Cloud9World curriculum.

### **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.

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Lesson Plans

Classroom Walk-throughs

Administrative observations

Current research shows that an improved school climate positively impacts student achievement outcomes. Ongoing monitoring of the implementation of the Cloud9World curriculum will impact student achievement outcomes by ensuring that positive behavior traits are taught to all students. This will help create a positive school climate.

### **Person responsible for monitoring outcome**

Timothy Wheeler

### **Evidence-based Intervention:**

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

### **Description of Intervention #1:**

Cloud9World Curriculum (K-5) Kiwi Emotions (K-2) Kagan Strategies Positive reinforcement program

### **Rationale:**

Cloud9World is a research-based PK-12th grade integrated Mental Health solution that utilizes character strengths to empower children to embrace character strengths and embrace mental wellness. Kiwi Emotions are age appropriate expressions of emotions to promote character development by teaching children ways to express how they feel. Kagan Strategies will be incorporated to increase student engagement and promote teamwork. Students will be recognized for showing positive character traits through this school wide positive behavior strategy. All strategies are district approved/adopted as evidence-based through current research and effectiveness in target populations.

### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

Teacher training in new Cloud9World curriculum.

**Person Monitoring:**

Linda Simurra

**By When/Frequency:**

Ongoing

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

Guidance teacher will receive initial training. The webinar will be made available to all teachers for their PLCs and to incorporate into classroom practices.

**Action Step #2**

Introduce one Character Education trait monthly.

**Person Monitoring:**

Linda Simurra

**By When/Frequency:**

Monthly

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

One Character Education trait will be selected, monthly, to be taught during Guidance classes.

**Action Step #3**

Character Education trait of the month will be embedded into classroom instruction.

**Person Monitoring:**

Linda Simurra

**By When/Frequency:**

Monthly

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

All faculty and staff will be informed of the Character word of the month to embed it into instruction and daily activities throughout the school campus.

**Action Step #4**

Character building greeting of the week will be embedded in classroom instruction.

**Person Monitoring:**

Linda Simurra

**By When/Frequency:**

Weekly

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

All faculty and staff will be informed of the Character greeting of the week to embed it into instruction and daily activities throughout the school campus.

**Action Step #5**

Monitoring of Instruction in Character Strength Development

**Person Monitoring:**

Timothy Wheeler

**By When/Frequency:**

Ongoing

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

Instruction will be monitored through classroom walk-throughs and observations.

**Action Step #6**

Monitoring of effectiveness of Character Strength Development.

**Person Monitoring:**

Timothy Wheeler

**By When/Frequency:**

Ongoing

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

Effectiveness will be monitored by examining data on student behavior, referrals, suspensions, and school climate survey.

**Action Step #7**

Student recognition for representing strong character traits.

**Person Monitoring:**

Linda Simurra

**By When/Frequency:**

Ongoing/Monthly

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

Teachers will nominate students displaying the character traits taught and they will be recognized schoolwide.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

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

#### Dissemination Methods

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

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

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The SIP, which serves as the schoolwide plan, is accessible to the public in multiple resources and formats. An electronic copy is available on the district website, school website, Florida CIMS, and the Parent and Family Engagement Plan. How to access the SIP is also included in the Annual Title I Night presentation and school newsletters and communications, such as social media. A physical copy of the SIP is available in the front office of each school, along with SAC schedules, agendas and minutes. All documents can be translated, as needed, by the district's Student Services office.

District Title I Website: <https://www.wakullaschooldistrict.org/departments/special-programs-assessment/special-programs-and-assessment-menu/title-1>

#### Positive Relationships With Parents, Families and other Community Stakeholders

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

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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Each school's School Advisory Council (SAC) and the District Advisory Council (DAC) is composed of parents, district staff members, teachers, and community members. The DAC meets annually to review the Title I grant. At this time, a draft of the LEA Plan is submitted for review and feedback. The DAC must approve the District's Title I LEA Plan, Parent Family Engagement Plan (PFEP), and the process for allocating PFEP funds to schools.



Each school includes the PFEP on their SAC agenda for members to review and provide input into the school-level Parent Family Engagement Plan. During School Advisory Council meetings, parents discuss and approve different types of activities best suited to meet the needs of the school and parents. School Advisory Council meetings, to which all parents are invited, are advertised on district and school websites, school newsletters, and school marquees to ensure parents are informed of the meeting dates and times. SAC meetings are documented by agendas, minutes, and sign-in sheets which reflect input from parents on parent family engagement activities and policies. This documentation is submitted to the Title I office quarterly.

Schools host Title I events to build the capacity of parents to help their children at home. A 'link to learning' is embedded in all Title I activities to assist parents with understanding the state's academic standards.

2024-2025 WCSD Title I, Part A Parent and Family Brochure and Annual Title I Presentation for parents and Families - <https://www.wakullaschooldistrict.org/departments/special-programs-assessment/special-programs-and-assessment-menu/title-1>

School Parent and Family Engagement Plans - <https://www.wakullaschooldistrict.org/departments/special-programs-assessment/special-programs-and-assessment-menu/parent-and-family-engagement>

### **Plans to Strengthen the Academic Program**

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

To strengthen the academic program, the school plans to implement a multifaceted approach focused on enhancing both the quality and quantity of learning opportunities for all students. This strategy will involve the following key initiatives:

**Curriculum Enrichment:** The school will introduce a more enriched curriculum that incorporates higher-order thinking skills, critical analysis, and real-world problem-solving.

**Accelerated Reader Program:** The school will expand the use of the Accelerated Reader (AR) program, which encourages reading practice at the student's own pace and level. By assigning individualized reading goals and providing immediate feedback, AR helps students improve their reading comprehension and fosters a love of reading.

I-Ready Program: The school will integrate the I-Ready program, a comprehensive assessment and instruction tool, into the regular curriculum. I-Ready provides personalized learning pathways in reading and mathematics based on students' specific needs. This allows for targeted intervention and support, ensuring that all students can progress at an appropriate pace.

The school will invest in ongoing professional development for teachers, focusing on differentiated instruction, data-driven teaching strategies, and the effective use of technology in the classroom. This will ensure that teachers are equipped to meet the diverse needs of their students and maximize the effectiveness of the enriched curriculum.

The school will utilize data from assessments such as FAST Reading, FAST Math, and I-Ready to monitor student progress and adjust instructional strategies as needed. This will help in identifying students who require additional support or who are ready for more challenging material, ensuring that all students are on a path toward academic success.

### **How Plan is Developed**

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

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The LEA coordinates and integrates parent and family engagement strategies with other federal programs by providing transition activities for Pre-K students. Parents are encouraged to attend events like "Kindergarten Round-Up" to complete the registration process and learn more about transitioning into Kindergarten. Pre-K siblings of students in our Title I schools are invited to attend Parent and Family Engagement activities. Title IV, Part A funds are used to implement learning leaders in our Title I elementary schools. Learning leaders facilitate professional learning communities and support teachers in increasing positive outcomes for teaching and learning.

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

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

#### **Improving Student's Skills Outside the Academic Subject Areas**

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

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Tier I assessment will be based on the Early Warning System (EWS) in FOCUS. The EWS tracks attendance below 90%, suspensions, course failure in ELA or Math and Level 1 scores on State Assessments. Tier II and III assessment will be based initially on referrals from families, teachers, data provided from mental health professionals, student self-referrals, the EWS and exit data from case management notes, and achievement of service plan goals. Students with One or More Co-occurring mental health or substance abuse diagnoses will be identified based on parent/student disclosure on school registration and/or school medical information.

Students will be monitored through the EWS to ensure that Tier I supports are effective. If the student is in need of more intense services/accommodations, the school Rtl team will meet and problem solve, and refer for evaluation under Section 504 or IDEA. The district Mental Health Coordinator will also be a part of the Rtl team and will ensure that referral for Tier II or III mental health interventions are implemented.

Students who have been evaluated and referred to the psychiatric center two or more times will be referred to the district CAT (Community Action Team) and information will be shared with the School Safety Team for additional problem solving.

Administrators, teachers, student services personnel or parents may request that a student is referred for counseling/services. The school Guidance Counselor/Associate Dean of Student Services will complete a referral and submit to the District Mental Health Coordinator (Not to individual service providers). A school social worker will talk to the student within 5 days, to see if services are needed and contact the parent/legal guardian to determine if a referral for services is requested. The District Mental Health Coordinator and School Social Workers will determine the appropriate service provider and refer the student for services within 15 days. Parents will be given the List of Service Providers via email or hard copy as needed.

**Preparing for Postsecondary Opportunities and the Workforce**

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

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Preparation for postsecondary opportunities and the workforce in the context of ICT at the elementary level may involve incorporating career and technical education programs into the curriculum. These programs can provide students with valuable skills and experiences, while also increasing their awareness of potential career paths. Additionally, broadening access to coursework that allows students to earn postsecondary credit while still in high school can help prepare them for higher education and future job opportunities. This can be achieved through partnerships with local colleges and universities, as well as through online and dual enrollment programs. Overall, early exposure to ICT and related career opportunities can pave the way for a successful transition to postsecondary education and the workforce.

**Addressing Problem Behavior and Early Intervening Services**

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. (20 U.S.C. 1400 et seq. and ESEA 1114(b)(7)(iii)(III)).

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Targeted support is given to students at risk of developing or having mild problem behaviors and involves more frequent monitoring, feedback, and interventions. These interventions are broken into three Tiers, increasing in support and duration. Tier 1 being general academic instruction to Tier 3 with the most intensive supports being put in place. Intensive support is given to students with chronic or severe problem behaviors and involves individualized assessment, planning, and interventions. Early intervening services help students who struggle in general education but are not identified as having a disability. Some interventions used or accommodations made coordinate with IDEA, a law that protects and supports students with disabilities.

**Professional Learning and Other Activities**

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

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The goal of Wakulla's Professional Learning System is to provide professional learning services that elevate student achievement. We are committed to making sure each of its educators is fully supported. The top priority of professional learning across the district is continued and strategic focus on the implementation of Professional Learning Communities (PLCs). Through the implementation of PLCs and learning cycles, we monitor data to evaluate which instructional strategies, interventions, and resources are effective and which may need to be modified to continue improving student

achievement. Student progress is monitored using classroom performance, District Progress Monitoring Assessments, and progress monitoring screeners (FAST PM). Data is provided to School Level Administrators in an ongoing manner. School-level administrators monitor classroom progress through FOCUS, the district's student information system. Teachers provide scaffolded and differentiated instruction to support student learning. The Instructional Coach and Learning Leaders at each school are responsible for providing job-embedded in-class professional learning at the request of the school principal or district. The School Leadership Team is responsible for implementing and supporting school based goals established through the School Improvement Plan and the Professional Learning Plan. This team meets to review school data, and to reflect and evaluate instruction as it relates to this data.

The ultimate outcome of professional learning is that it leads to changes in educator practice and improved student outcomes. This is accomplished through a system of professional learning programs and supports within Wakulla.

- PAEC's Academic and Professional Development team provides services to enhance classroom instruction and, ultimately, increase student achievement. Content specific professional learning activities are offered face-to-face, blended and online to support the needs of educators.
- Wakulla's New Hire Orientation occurs annually to support all newly hired individuals to the Wakulla County School System. This is including all non-instructional staff. The purpose of this orientation is to support these individuals in understanding and learning the ways the school system functions and the supports that are provided.
- Wakulla's New Teacher Induction Program (TIP) emphasizes growth, personal improvement, and enhancement of professional practice. This program not only introduces teachers to the policies, procedures, and practices of the Wakulla County Schools, but also provides for verification of the teacher's ability to demonstrate the teaching competencies and teaching accomplished practices. It is designed to recognize that people new to the district and in many instances to the teaching profession, need assistance and mentoring as they become fully accomplished professionals.
- The Wakulla Educational Leadership Academy (WELA) is a comprehensive leadership preparation program designed for individuals who are aspiring to become school or district administrators. The Academy targets key learning and provides the candidate the content knowledge and hands-on experiences necessary to be successful as an instructional leader. The goals of this programs are to prepare candidates with the critical leadership standards, core values, knowledge and skills that all leaders must possess as schools move from change to sustainability.
- Professional Development in Reading required by Section 1012.98(4)(b)11.F.S., is provided through a multitude of ways: FDLRS, program-based training, PLCs, PAEC courses, and book studies. Professional development sessions focus on the 6 areas or reading and include instructional strategies that are multisensory and taught in an explicit and systematic way. Screening, formative, and summative data are used to identify, differentiate, and intensify professional development based

on teacher, school, and district need. School-based data chats provide pathways for professional development needs to be shared by principals with district staff. The identification of mentor teachers and the establishment of model classrooms occur at schools throughout the district. These serve as opportunities for new and growing teachers to strengthen instructional strategies, learn literacy techniques, and deepen content knowledge.

- The Certified Mentor/Peer Educator Program uses veteran teachers to support and address the needs of new educators. Professional learning is offered to mentor teachers to grow their skills in an effective process for conferring with professional about their performance. This program also supports veteran teachers in developing interpersonal communication skills in an effort to make the collegial coaching cycle effective.
- Professional Learning Communities provide collaborative and cooperative models of professional learning. These are characterized by teachers, staff, and/or school leaders who come together to reflect on their practices and develop and implement new ways to improve practice. Collective effort increases effect, improves the knowledge and skills of participants, and increases the likelihood that knowledge and skills will be implemented.
- Annual professional learning days are built into the school calendar. These days provide opportunities to review district, school and student data, to support and reflect on current instructional practices, and to support the various professional learning needs of educators.
- Professional learning opportunities are held throughout the summer and during pre-planning. District Collaborative Teams (DCT) is held every summer to allow for opportunities for teachers to meet with other teachers in the district at the same grade/department and vertically within a subject to discuss planning, pacing, and assessment. Professional and Organizational Day (POD) is held each year during pre-planning. This day offers a variety of professional learning opportunities for teachers to attend to meet their specific professional development needs.
- Professional Learning Conferences (i.e. FCTM, FCEC, FMEA, FHSAA, etc.) are attended annually in an effort to support broader professional learning needs and goals.
- Reading Endorsement, Gifted Endorsement, ESOL Endorsement, Autism Endorsement, and Athletic Coaching Endorsement classes are offered annually through PAEC to support those teachers needing or interested in obtaining these endorsements.

### **Strategies to Assist Preschool Children**

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

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To assist parents during the transition from preschool to kindergarten, each elementary school hosts an Open House as well as a Kindergarten Round-Up. At these events, parents have to opportunity to meet the Kindergarten team and tour the school. Staff is on-site to assist with completing registration paperwork. Additionally, each school provides newsletters and hosts numerous Parent and Family

Engagement events to ease the transition from preschool to kindergarten. Preschool and kindergarten teachers meet with parents of children with disabilities to develop their matriculation IEP to ensure they are receiving the support and services they need to be successful.

## VI. ATSI, TSI and CSI Resource Review

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

### **Process to Review the Use of Resources**

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

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Shadeville Elementary is not identified as ATSI, TSI, or CSI.

### **Specifics to Address the Need**

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

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Shadeville Elementary is not identified as ATSI, TSI, or CSI.



## VII. Budget to Support Areas of Focus

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

**No**

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