LEWIS E. WADSWORTH ELEMENTARY

2024-25 Schoolwide Improvement Plan

Table of Contents

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

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

ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
TARGETED SUPPORT AND IMPROVEMENT (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)

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

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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

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

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

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

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

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

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

Purpose and Outline of the SIP

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

I. School Information

A. School Mission and Vision

Provide the school's mission statement

Our Mission is to ensure educational success through high expectations and innovative thinking in a safe learning environment to empower students to reach their full potential as responsible, ethical, and productive citizens in a diverse and changing world.

Provide the school's vision statement

Vision: As a courageous, innovative leader in education, Flagler Schools will be the nation's premier learning organization where all students graduate as socially responsible citizens with the skills necessary to reach their maximum potential.

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
Amy Neuenfeldt

Position Title
Principal

Job Duties and Responsibilities

Leader of Academic Success and overall well-being of school.

Leadership Team Member #2

Employee's Name
Robby Hallock

Position Title
Assistant Principal

Job Duties and Responsibilities

Leader of Student Services and Climate/Culture.

Leadership Team Member #3

Employee's Name

Cody Anderson

Position Title

Assistant Principal

Job Duties and Responsibilities

Leader of ESE, Community Engagement, and Title One.

Leadership Team Member #4

Employee's Name

Rachel Hayes

Position Title

Dean

Job Duties and Responsibilities

Dean of students who leads PBIS, our Threat Management System, and Discipline.

Leadership Team Member #5

Employee's Name

Fiorella Albrecht

Position Title

Literacy Coach

Job Duties and Responsibilities

Reaching coach responsible for training, coaching, supporting teachers in the implementation of the Science of Reading and monitoring for success, needs, and school improvement reading goals.

Leadership Team Member #6

Employee's Name

Amber Demetropoulos

Position Title

Math and Science Coach

Job Duties and Responsibilities

Math and Science coach responsible for training, coaching, supporting teachers in the implementation of our Math Tier 1 Framework and monitoring for success, needs, and school improvement math goals.

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.

Throughout the school year, we host our SAC, TAC, and PTO meetings where the leadership team, staff, parents and community members come together to preview, discuss and brainstorm together using our schoolwide data. As a leadership team, we use this information to strategically make decisions that will positively impact our student's, staff's and community's success while planning the School Improvement Plan for the 2024-25 school year.

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))*

During the 2024-25 School year, Wadsworth will host a mid year reflection for the SIP at the School Advisory Council meeting, reviewing our impact throughout the first half of the year. We will take all feedback and ideas, making changes, to increase student achievement/growth for the second half of the school year. The leadership team will be analyzing student progress through the school year making adjustments as needed.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**NO**
2023-24 MINORITY RATE	**46.5%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**88.5%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	**STUDENTS WITH DISABILITIES (SWD)*** **ENGLISH LANGUAGE LEARNERS (ELL)** **BLACK/AFRICAN AMERICAN STUDENTS (BLK)** **HISPANIC STUDENTS (HSP)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: B** **2022-23: B*** **2021-22: B** **2020-21:** **2019-20: 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	0	44	54	42	64	51				255
One or more suspensions	0	24	44	48	40	45				201
Course failure in English Language Arts (ELA)	0	11	18	24	25	25				103
Course failure in Math	0	7	8	18	12	17				62
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
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
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	0	11	21	24	23	23				102

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	6	9	7	3	1	0				26
Students retained two or more times										0

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days	11	17	17	24	26	15				110
One or more suspensions		9	9	14	14	15				61
Course failure in ELA		8	14	19	21	26				88
Course failure in Math										0
Level 1 on statewide ELA assessment				9	21	28				58
Level 1 on statewide Math assessment				5	18	25				48
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	46	9						108

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

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators		2	3	3	7	22				37

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				6						6
Students retained two or more times										0

2. Grades 9-12 (optional)

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

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

A. ESSA School, District, State Comparison

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

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

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	59	59	57	57	56	53	58	61	56
ELA Grade 3 Achievement **	60	63	58	55	59	53			
ELA Learning Gains	59	60	60				61		
ELA Learning Gains Lowest 25%	53	60	57				51		
Math Achievement *	65	62	62	61	61	59	60	49	50
Math Learning Gains	67	62	62				66		
Math Learning Gains Lowest 25%	59	54	52				47		
Science Achievement *	65	57	57	63	60	54	51	63	59
Social Studies Achievement *								66	64
Graduation Rate								53	50
Middle School Acceleration								56	52
College and Career Readiness									80
ELP Progress	75	73	61	57	69	59	42		

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

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

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

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

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	62%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the FPPI	562
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
62%	63%	55%	51%		57%	49%

* 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	38%	Yes	5	
English Language Learners	54%	No		
Black/African American Students	57%	No		
Hispanic Students	57%	No		
Multiracial Students	55%	No		
White Students	64%	No		
Economically Disadvantaged Students	55%	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	27%	Yes	4	1
English Language Learners	57%	No		
Black/African American Students	43%	No		
Hispanic Students	61%	No		
Multiracial Students	53%	No		
White Students	68%	No		
Economically Disadvantaged Students	58%	No		

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	32%	Yes	3	

	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%**
English Language Learners	50%	No		
Native American Students				
Asian Students				
Black/African American Students	50%	No		
Hispanic Students	52%	No		
Multiracial Students	60%	No		
Pacific Islander Students				
White Students	58%	No		
Economically Disadvantaged Students	48%	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	59%	60%	59%	53%	65%	67%	59%	65%					75%
Students With Disabilities	25%	26%	41%	38%	29%	48%	52%	42%					
English Language Learners	50%		50%	46%	50%	60%	45%						75%
Black/African American Students	45%	43%	60%	71%	48%	60%	63%	63%					
Hispanic Students	52%	42%	58%	45%	56%	66%	58%	67%					70%
Multiracial Students	52%	55%	50%		52%	67%							
White Students	67%	72%	61%	48%	73%	69%	56%	67%					
Economically Disadvantaged Students	48%	49%	57%	55%	54%	61%	56%	56%					

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	57%	55%			61%			63%					57%
Students With Disabilities	21%	19%			28%			40%					
English Language Learners	37%				60%			53%					79%
Black/African American Students	49%	43%			45%			35%					
Hispanic Students	59%	39%			59%			65%					85%
Multiracial Students	45%	69%			55%			42%					
White Students	59%	59%			66%			72%					83%
Economically Disadvantaged Students	51%	46%			55%			55%					81%

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	58%		61%	51%	60%	66%	47%	51%					42%
English Language Learners	49%		59%	47%	55%	61%	44%	42%					42%
Students With Disabilities	24%		38%	38%	35%	42%	29%	21%					
Native American Students													
Asian Students													
Black/African American Students	45%		62%	42%	48%	63%	50%	39%					
Hispanic Students	54%		65%	53%	52%	60%	45%	41%					46%
Multiracial Students	55%		55%		61%	67%							
Pacific Islander Students													
White Students	62%		61%	55%	64%	68%	48%	59%					43%
Economically Disadvantaged Students	52%		59%	51%	54%	59%	45%	37%					30%

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

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

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

		2023-24 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	59%	61%	-2%	55%	4%
Ela	4	56%	56%	0%	53%	3%
Ela	5	53%	54%	-1%	55%	-2%
Math	3	67%	60%	7%	60%	7%
Math	4	69%	64%	5%	58%	11%
Math	5	51%	55%	-4%	56%	-5%
Science	5	58%	53%	5%	53%	5%

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?

READING: ELA Grade 3 increased from 55% to 60% proficiency. WES implemented weekly Collaborative Team Meetings led by academic coaches where high-impact teaching strategies were the focus. Reading teachers received training on explicit instruction, scaffolded support in the classroom and guided instruction to support all students.

Math: Our overall learning gains in math were 67% and overall achievement was 65%. Achievement increased 4% from the prior year.

Lowest Performance

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

READING: ELA Grade 5 decreased from 58% to 53% proficiency. There was a 2% increase in proficiency from the 2021 - 2022 to the 2022 - 2023 school year. A contributing factor is the lack of instructional strategies aligned with priority standards. There were also inconsistencies in the rigor of instruction within the grade level.

Math: Grade 5 showed the lowest performance this past year dropping from 57% proficiency in 22-23 to 51% proficiency on the FAST mathematics assessment in 23-24.

Greatest Decline

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

READING: ELA Grade 4 decreased from 64% to 57% proficiency. There was a 4% increase in proficiency from the 2021 - 2022 and 2022 - 2023 school year. A contributing factor is the lack of instructional strategies aligned with priority standards. There were also inconsistencies in the rigor of instruction within the grade level.

Math: Grade 5 showed the greatest decline from the prior year from 57% proficient to 51% proficiency on the FAST assessment.

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.

READING: ELA Grade 5 had the greatest gap when compared to the state average, performing 2 percentage points lower than the state proficiency. In the 2022 - 2023 school year, ELA Grade 5 performed 4 percentage points higher than the state. There were inconsistencies in the differentiated instruction that was provided on the grade level. Students in the lowest quartile received the necessary interventions but lacked access to scaffolded instruction in grade-level material. Additionally, students performing above grade level were not met at their level of instruction to increase their achievement.

Grade 5 had the greatest gap compared to the state average. The state average was 56% and grade 5 had 51% proficiency.

EWS Areas of Concern

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

One area of concern is our proficiency level of our students with disabilities in the area of reading and Math. In 2023, 21% of our SWD scholars were proficient in Reading. In 2024, we increased to 25%. In 2023, 28% of our SWD scholars were proficient in Math. In 2024, we increased this to 29%. Our SWD scholars have shown growth in both areas but continue to have a low proficiency rate.

Highest Priorities

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

1. Focus on reading achievement and growth for all of our scholars through Tier 1 instruction, foundational skills, reading comprehension.
2. Focus on proficiency for our ESE scholars to meet the federal requirements of 41% proficiency in a subgroup.
3. Focus on proficiency and growth of our lowest quartile scholars for both Reading and Math.
4. Increasing our Reading Proficiency in grades K-2 .
5. Students with two more early warning indicators focusing on attendance and suspensions.

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.

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

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.

Our students with disabilities not meeting proficiency, has been a concern for years. Last year on state assessments our students with disabilities:

33% of our 3rd graders showed proficiency in reading

23% of our 4th graders showed proficiency in reading

21% of our 5th graders showed proficiency in reading

38% of our 3rd graders showed proficiency in math

27% of our 4th graders showed proficiency in math

18% of our 5th graders showed proficiency in math

35% of our 5th graders showed proficiency in Science

In the 2023-24 School year, SWD students receive 38% Achievement, needed to grow 3% to meet the 41% Federal Index.

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 2023-24 School, ESE scholars received 38% Achievement in Reading, Math , and Science in grades 3-5. Needing to grow 3%, 41% of our ESE scholars will meet proficiency on FAST State Assessments for grades 3-5.

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.

Monthly ESE PLC's will be focused on data and progress monitoring to identify specific deficiencies for our ESE scholars. Research based strategies will be implemented in order to explicitly provide remediation in these areas of deficiency. Using data, Support Facilitators will create flexible groupings

in order to target individual student needs and review progress monitoring to ensure adequate growth is taking place and/or to determine when changes are necessary.

Person responsible for monitoring outcome
Cody Anderson

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:
Flagler Schools has partnered with Solution Tree to provide high quality and deliberate learning opportunities for teachers through Collaborative Team Meetings. These Collaborative Team Meetings are founded on a "focus on student learning", "building a collaborative culture", and a "focus on results." This will include collaborative meetings between MTSS and ESE to consistently evaluate data and student progress in Tier 1 and remedial instruction.

Rationale:
Collaborative Team Meetings enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement. Moreover, Collaborative Team Meetings that make data a part of an on-going cycle of instructional improvement, establish a clear vision for schoolwide data use, and provide support that foster a data-driven culture have been shown to promote positive change in student outcome measures.

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
Schedule Monthly PLCs for ESE Support Facilitation

Person Monitoring: **By When/Frequency:**
Cody Anderson   September 1st

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
ESE Support Facilitators and interventionists will meet monthly to discuss students, data, and interventions needed to support student achievement and growth.

Action Step #2
Data Collection

Person Monitoring:
Cody Anderson

By When/Frequency:
September 1st

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Collect student data for ESE scholars from beginning of the year state assessments and iReady diagnostics to create a progress monitoring plan.

Action Step #3
Progress monitoring

Person Monitoring:
Cody Anderson

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Progress Monitor using data to determine if scholars are showing success or to determine if changes need to be implemented.

Area of Focus #2

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.

Based on 2023 - 2024 FAST reading data, the 3rd, 4th and 5th grades performed higher in proficiency when compared to state performance. 3rd grade performed 1 percentage point lower in proficiency when compared to district performance while 4th grade tied in proficiency when compared to the district performance. 5th grade performed 1 percentage point lower in proficiency when compared to the district performance. In order to continue with district and state growth patterns, we need to increase the overall proficiency in grades 3-5.

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.

To increase reading proficiency for all scholars from 59% to 61% on the FAST Assessment for grades 3-5 and lowest quartile growth from 53% to 56%.

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.

Area of focus will be monitored from PM1 to PM3. Beginning with Progress Monitoring 1, teachers will collaborate with the academic coaches and leadership team to identify students and teacher needs

through monthly Collaborative Team Meetings. Following Progress Monitoring 2, individual student needs will be identified and addressed in collaboration with the MTSS coordinator. Proficiency will be measured using the FAST achievement levels after Progress Monitoring 3.

Person responsible for monitoring outcome
Fiorella Albrecht

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:
To address Tier 1 instruction, teachers will implement high-yield instructional practices of explicit instruction using the Wadsworth Elementary Tier 1 framework focused on foundational language skills and explicit comprehension instruction around the Science of Reading. To address scaffolding needs, teachers will implement data-driven small group instruction within their 90-minute reading block to provide interventions, extension and enrichment opportunities that will individualize instruction for students performing at all levels of achievement.

Rationale:
Using explicit instruction in foundational skills and explicit comprehension instruction will ensure that all students are being exposed to the rigor of the benchmarks. Additionally, differentiating instruction based on FAST data will ensure that every student receives instruction to address specific needs.

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence

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

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Training on explicit instruction within the Tier 1 Framework of the Science of Reading.

Person Monitoring:	**By When/Frequency:**
Fiorella Albrecht	Beginning of School Year

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will be trained in the 90 minute reading block format that encompasses the components of the Science of Reading during preplanning. We will follow up monthly with this framework during Collaborative Team Meetings and instructional planning time.

Action Step #2
Assessment Analysis and Targeted Interventions

Person Monitoring:
Fiorella Albrecht

By When/Frequency:
Monthly After Assessments

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
After Unit Assessments and PM Data, teachers will analyze assessment data for growth and track towards proficiency. Teachers will collaborate with the MTSS coordinator, academic coach, and interventionists/support facilitator to create a plan of action for individual students showing additional needs for services and interventions.

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

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.

Grade 3 was above the state proficiency of 60% with 68% proficiency. Grade 4 was above the state proficiency of 58% with 69% proficiency. Grade 5 had the greatest gap compared to the state average. The state average was 56% and grade 5 had 51% proficiency. In order to continue with district and state growth patterns, we need to increase the overall proficiency in grades 3-5.

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.

Data for grades 3-5 for the 23-24 school year showed 63% proficiency on the FAST mathematics assessment. The goal for the 24-25 school year is 65% proficiency overall on the FAST Assessment in grades 3-5.

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.

Mathematics FAST State Assessment data will be monitored from PM1 to PM3. Teachers will use data from PM1 and PM2 to analyze student growth and student needs making adjustments.

Person responsible for monitoring outcome

Amber Demetropoulos

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:

We will continue to implement the 90-minute math block being strategic with the framework for all grade level schedules. We will dedicate the first 15-20 minutes to building math fluency in all grade levels k-5 using Number Talks. Small groups will be pulled during the math block and during WIN time to service all tiered students in the classroom using Ready Math and Savvas intervention materials.

Rationale:

The use of Number Talks daily will initiate fluency practice to help students make meaningful connections in math. Small group/ differentiated instruction will target the specific needs of students to help close the gaps across all grade levels. Utilizing the Savvas curriculum will streamline a similar resource while collecting and monitoring data across grade levels.

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 Learning Communities (Data Review)

Person Monitoring:	**By When/Frequency:**
Amber Demetropoulos	September 30th

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

After PM1, teachers will meet in a Collaborative Team Meetings to review assessment data and analyze student data to form intervention, extension and enrichment groups.

Action Step #2

Monthly Professional Learning Communities

Person Monitoring:	**By When/Frequency:**
Amber Demetropoulos	Monthly

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

Through monthly Collaborative Team Meetings, teachers will collaborate with their grade levels and academic coaches to review summative Benchmark data and identify resources, instructional strategies, and services to address student needs.

Action Step #3

Progress Monitoring

Person Monitoring:
Amber Demetropoulos

By When/Frequency:
January 30th

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
After PM2, teachers will analyze assessment data for growth and track towards proficiency. Teachers will collaborate with the MTSS coordinator, academic coach, and interventionists/support facilitator to create a plan of action for individual students showing needs.

Area of Focus #4

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

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

Area of Focus Description and Rationale

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

The 1st and 2nd grade data from the 2023-2024 school year shows that, 51.4% of students are currently below the projected proficiency level, on the Star Proficiency in Reading. There was a drop in the percentage of students meeting proficiency from the previous year (51.4% to 48.6%). While we did see an increase in our growth percentages, from 53.9% to 60.5%, we did not grow students enough to meet proficiency.

The Kindergarten data, from the STAR Early Literacy Assessment, showed that 40.2% of our kindergarten students met proficiency this year. This was an 11% decrease in proficiency from the previous year. There was an increase of students that grew by 4%, but we did not grow students to meet proficiency.

When scholars are not meeting reading proficiency in grades K-2, this creates the needs for more than a years worth of growth to achieve proficiency in third grade.

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

Our Reading/ELA goal this year targets both student growth and proficiency. We will be utilizing the Science of Reading approach in our MTSS Tier Framework each day to target the areas of comprehension, fluency, vocabulary, phonics, and phonemic awareness. We have redesigned the master schedule to allow for more support during intervention time. Traditionally Kindergarten Teachers test all students, which prevented them from providing targeted instruction during the first

few weeks of school. This year we have tested all of the incoming kindergarten students before the first day of school. This will provide the Kindergarten Teachers individual data from each student including: letter sounds, letter names, site words, number recognition, etc. With early identification, it will allow for support services to begin in the first two weeks of school. This will allow them to begin implementing targeted instruction immediately.

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

No Answer Entered

Grades K-2: Measurable Outcome(s)

Measurable Outcome:

Data from the 23-24 school year showed 48.6% proficiency for 1st and 2nd grade on the STAR reading assessment, and kindergarten was at 40.2%. The goal for the 24-25 school year is 51% proficiency overall on the STAR Assessment for K-2.

Grades 3-5: Measurable Outcome(s)

No Answer Entered

Monitoring

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

We will be using STAR Progress monitoring data, Core Reading Survey of Foundational Skills, and Common assessments to monitor for progress. This data will be reviewed during PLCs and instructional practices and services will be addressed to meet the needs of students based on the data.

Person responsible for monitoring outcome

Amy Neuenfeldt

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:
To address Tier 1 instruction, teachers will implement high-yield instructional practices of explicit instruction using the Wadsworth Elementary Tier 1 framework focused on foundational language skills and explicit comprehension instruction around the Science of Reading. To address scaffolding needs, teachers will implement data-driven small group instruction within their 90-minute reading

block to provide interventions, extension and enrichment opportunities that will individualize instruction for students performing at all levels of achievement.

Rationale:
Using explicit instruction in foundational skills and explicit comprehension instruction will ensure that all students are being exposed to the rigor of the benchmarks. Additionally, differentiating instruction based on FAST data will ensure that every student receives instruction to address specific needs.

Tier of Evidence-based Intervention:
Tier 3 – Promising Evidence

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

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Tier 1 Foundational Explicit Instruction Tied to the Science of Reading

Person Monitoring:	**By When/Frequency:**
Fiorella Albrecht	Beginning of School.

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will be trained in the 90 minute reading block format that encompasses the components of the Science of Reading during preplanning. We will follow up monthly with this framework during Collaborative Team Meetings and instructional planning time.

Action Step #2
Progress Monitoring and Adjustments of Services, Supports, and Instruction.

Person Monitoring:	**By When/Frequency:**
Amy Neuenfeldt	Monthly PLC Meetings

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
After Unit Assessments, Core Phonics Surveys, and PM Data, teachers will analyze assessment data for growth and track towards proficiency. Teachers will collaborate with the MTSS coordinator, academic coach, and interventionists/support facilitator to create a plan of action for individual students showing additional needs for services and interventions.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

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.

In reviewing the prior year's data, we have identified two areas of focus in regards to attendance and discipline. Last year, we had approximately 750 students throughout the school year. Of those student we had 34% (255 students) who were absent 10% (18 or more days) of the school year. Last year, we had approximately 27% (201 students) with at least 1 or more days of suspension, including both in-school and out of school. As well, we had a total of 874 referrals. Of the 874 referrals only We had 120 students with one or more days with an out of school suspension. We had had approximately 37% (278 students) with one or more days of in-school suspension. 34% (255 students) of our students missed 10% or more (18 or more) days of school.

Desiring to improve both academic achievement and behavior, we believe that focusing on Tier 1 instruction, implementing and adhering to the CKH tools and models will reduce our students' anxiety and misbehavior and increase their performance thereby increasing our students' achievement. On a schoolwide level, we are going to continue to commit to strengthening our PBIS through implementing more of the tools from Capturing Kids' Hearts (CKH). Last year, we encouraged teachers to establish and maintain fidelity to their class' Social Contract. At the midpoint, we introduced the four questions for misbehavior regarding CKH's Discipline Model. We will continue these questions, making this an expectation across the campus. As well, we will introduce the EXCEL model and further affirm and introduce more of the CKH Discipline Model.

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.

For this, we will use the Early Warning Systems and the Skyward data. The prior year data that was reviewed are absences and referrals, including suspensions. Our goal is to reduce our number of students from 37% to 32% and our overall referrals by 10% (approximately 90 referrals). Last year, we had 34% (255 students) who missed 10% (18 or more days) or more school days. Our goal is to see our number of students reduced to 29% (217 students).

Monitoring

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

We will be monitoring the data through weekly reports and regular, monthly meetings. This will be monitored by the members of our PBIS team. We will communicate our school-wide expectations through pre-planning sessions and faculty meetings. We will conduct initial walk throughs after the first two weeks of school to see that all teachers have developed, with their students, the Social Contract. As well, we will look for posted questions regarding the CKH Discipline Model. Our desire is

that this will reduce discipline referrals thereby reducing the amount of in-school and out of school suspensions.

Person responsible for monitoring outcome
Robby Hallock

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:
Check-In/Check-Out (CICO) for scholars that need additional support: This intervention involves a daily or weekly check-in with a mentor (school staff). It will be used to help students set goals, receive feedback, and develop self-management skills. Behavioral Contracting: The primary use of this will be through the development and maintaining the fidelity of CKH's Social Contract. School-wide Positive Reinforcement: This will work on both an individual and class level. Students will work individually and together to earn rewards for positive behavior. These rewards will be monthly and quarterly. The monthly will be teacher choice. However, the quarterly will be through what we will be promoting and calling our Panther Games. Self-managing: Self-managing interventions will teach students to track their own behavior and set goals for improvement. This method helps students develop ways to recognize, regulate and when the relationship or situation is not reconciled that they learn to repair the relationship and situation. Praise and Positive Feedback: Regularly providing specific, positive feedback for appropriate behavior by all staff. Our hope is that this will reinforce positive behavior while reducing negative behavior. Restorative Practices: Restorative practices focus on repairing harm and restoring relationships after behavioral incidents. This can involve circles, restorative conversations, or mediation sessions that encourage accountability and empathy. Behavioral Interventions for Individual Students who need a high level of support: Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) will be used to identify the underlying causes of challenging behaviors and develop targeted interventions. The plans will be based on individual students' needs and are based on data collected about the student's behavior.

Rationale:
Check-In/Check-Out (CICO): CICO provides a structured support system for students who need additional guidance in managing their behavior. By checking in with a mentor at the beginning and end of each day, students receive immediate feedback on their behavior, set goals, and reflect on their progress. This process helps students develop self-regulation and accountability. The consistent adult interaction also provides a positive and supportive relationship, which can increase students' sense of belonging and motivation. Behavioral Contracting: Behavioral contracting clearly outlines the expectations for behavior and the consequences for meeting or not meeting those expectations. This transparency helps students understand the link between their actions and outcomes. Contracts provide a sense of structure and consistency, which can be particularly beneficial for students who struggle with self-regulation. Involving students in the creation of the contract can also increase their ownership and commitment to the agreed-upon behaviors. School-wide Positive Reinforcement: Classwide positive reinforcement encourages a collaborative approach to behavior management. When the entire class works together to achieve a common goal, students develop a sense of community and collective responsibility. This method not only reinforces positive behaviors but also fosters a positive and inclusive classroom culture. It can be particularly effective in promoting prosocial behaviors, reducing competition, and encouraging students to support one another. Self-

Managing: Self-monitoring helps students become more aware of their own behaviors and the impact of those behaviors on their learning and social interactions. By tracking their actions, students can identify patterns and make conscious decisions to change negative behaviors. This intervention promotes self-reflection and self-regulation, which are important skills for lifelong learning and personal development. It empowers students to take responsibility for their actions and fosters independence. Praise and Positive Feedback: Specific and genuine praise reinforces desired behaviors and encourages students to continue exhibiting those behaviors. Positive feedback helps students feel recognized and valued, boosting their self-esteem and confidence. It is important that praise is specific, so students understand exactly what behaviors are being acknowledged. Consistent positive feedback can also build a positive classroom environment, where students feel safe and supported. Restorative Practices: Restorative practices focus on repairing relationships and addressing the underlying causes of behavioral issues, rather than simply being punitive. By involving students in the process of making amends and resolving conflicts, restorative practices promote accountability, empathy, and problem-solving skills. This approach helps students understand the impact of their actions on others and fosters a sense of community and mutual respect. Behavioral Interventions for Individual Students (FBAs and BIPs): Functional Behavior Assessments (FBAs) and Behavior Intervention Plans (BIPs) provide a systematic approach to understanding and addressing challenging behaviors. By identifying the specific triggers and functions of a student's behavior, educators can develop targeted interventions that address the root causes. This individualized approach ensures that interventions are tailored to the student's unique needs and circumstances, increasing the likelihood of success. It also involves collaboration with the student, parents, and other professionals, promoting a holistic approach to behavior support.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

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

Action Steps to Implement:

Action Step #1
PBIS & Discipline Overview and Strategic Planning

Person Monitoring:	**By When/Frequency:**
Robby Hallock	July & August 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
The PBIS team will attend a two day professional development together. The team will identify areas of need, growth, and set goals for the 24-25 school year. The PBIS team will present and train staff on Tier 1 interventions, discipline, CKH, and safety & Security prior to the school year starting.

Action Step #2
Data Monitoring, Reveiw, and Implementation

Person Monitoring:	**By When/Frequency:**
Robby Hallock	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
We will be monitoring the data through weekly reports and regular, monthly meetings. This will be monitored by the members of our PBIS team. We will communicate our school-wide expectations through pre-planning sessions and faculty meetings. We will share data bi-weekly with all

stakeholders including staff, students, and families.

Action Step #3
Walkthroughs

Person Monitoring: **By When/Frequency:**
Robby Hallock   August & September 2024

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Walkthroughs will be conducted starting after the 2nd week of school (beginning the week of August 26th). During the walkthroughs, we will be looking for the class' Social Contract, as well as the CKH Discipline Model questions that they are posted and visible for students.

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.

The school holds monthly SAC meetings where the Title I plan, budget, and activities are discussed and reviewed with parents. Parents on the SAC committee have input into the Schoolwide plan implementation, review, and monitoring. Parents have input into the PFEP via SAC, PFEP event feedback and the Title I parent survey. The SIP is housed on the website and at the front desk in a summary version for easy parent access. The summary is also sent to parents electronically through our Skyward parent portal.

WES School Improvement Plan:https://www.wespanthers.com/about-us/school-advisory-council

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))

Parents have input into the PFEP via SAC, PFEP event feedback and the Title I parent survey. In the PFEP, we have planned resource nights that will connect families with academic, ESOL, ESE, and family resources to help support the success of the students. Each PFEP event has a survey that parents complete at the end to provide feedback on the event so we can better support our parents throughout the year.

https://www.wespanthers.com/about-us/title-i

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))

School based strategies including, building math fluency, math foundational skills, writing, classroom management strategies and data analysis utilizing Title I funded staff and resources will assist in strengthening our Tier 1 Instruction. We will be able to address academic and behavior support through Title I and collaboration with MTSS and ESOL Resource Teacher. We will be able to provide additional intervention support based on our additional 3 intervention teachers allowing us to focus on our subgroups in order to close educational gaps improving proficiency.

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))

This is not applicable to our 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. (ESEA 1114(b)(7)(iii)(I))

Staff at Wadsworth are continually assessing student achievement, health and well-being. Working with our student services team, Wadsworth addresses student's needs based on the individual by meeting as a team and creating a plan to provide the resources needed. As a team we analyze the effectiveness of our intervention and adjust as needed based on the students progress. Monthly, our student service team meets to discuss students, student progress, and resources needed to advance student success.

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))

At Wadsworth, we offer Steam on our special area rotation for all students/grade levels. All students experience coding, robotics, engineering, and hands-on learning in a collaborative setting. These activities are giving all of our students an opportunity to experience real world skills that will lead to interest in future career and technical education. OUr 5th grade students are also Web based CTE courses that lead to a certification that will carry with students into higher learning.

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)).

A Multi-Tiered System of Supports (MTSS) is an evidence-based model of education that employs data-based problem-solving techniques to integrate academic and behavioral instruction and intervention. As implemented by Flagler County Schools, Wadsworth has a team that assesses data, intervention and remediation to address student's needs. This team meets regularly to collaboratively discuss the effectiveness of the supports and decide next steps to work toward student success.

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)).

This year, we have allocated funds in our Title 1 budget to lead a group of teachers that will be in charge of the PLCs. They will be guiding collaboration, disseminating standards and discussing strategies to increase the effectiveness of Tier 1 instruction in all classrooms. This initiative will be monitored by our academic coaches and administration, reviewing progress along the way and making changes as we are analyzing data and success.

Developing **Great Writers Professional Learning:** As the writing assessment will be part of our school grade, it is important that we continue to develop our writing instruction. Teachers will be provided with strategies, writing techniques, mini lessons, how to develop prompts from current reading texts, developing rubrics, and providing corrective feedback to increase writing proficiency. (22 teachers x 3 hours) Total Salary & Benefits total for this activity $2,486.72.

New Teacher Program: Teachers in their first 3 years will be invited to attend a series of training to support their classroom management, reading and writing instruction, math instruction, planning, and instructional design. (2 days at the beginning of the year at 6 hours, 2 classes a month for 1 hour each (20 sessions), for 8 teachers and 2 trainers) Total Salary and Benefits total for this activity $11,200.

PLC Leads: Each grade level will have a teacher that will lead 2 PLCs a month. These individuals will attend 2 trainings each month for 1 hour to review data, collaborate on strategies to support their teams, plan for PLCs, and learn new learning strategies to support the teams as they lead the PLC process. (9 PLC leads at 2 trainings a month at 1 hour for each training) Total Salary and Benefits total for this activity $6,300.

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))

Our Pre-K students are a part of our daily activities at the school. They get acclimated to our school by practicing transitions on campus, attending events, and participating in a Kindergarten round up. The Kindergarten round up gives parents and students a chance to come on campus, visit teachers and ask questions for the upcoming year. We also do a staggered start for students to split the class size on the first two days allowing for smaller group sizes.

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.

At the district level funding and resource allocations are determined through several processes such as staffing plans & position control, comprehensive needs assessments, instructional resource review, and Title I funding.

At the school level all curriculum used is approved by the district.

Specifics to Address the Need

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

In order to address the needs of our lowest quartile, we will be working with the district on the resources and curriculum used for Tier 3 students.
August: A review/analysis of resources being used.
September-October: Monitor the effectiveness of resources towards students meeting goals.
November: Present needs to district if the materials are ineffective.

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