

Seminole County Public Schools

# Wicklows Elementary School



2021-22 Schoolwide Improvement Plan

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# Wicklow Elementary School

100 PLACID LAKE DR, Sanford, FL 32773

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0811>

## Demographics

**Principal: Daniel Windish**

Start Date for this Principal: 7/1/2021

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	88%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: B (60%) 2017-18: B (54%) 2016-17: C (48%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Seminole County School Board.

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](https://www.floridacims.org).

## 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 Florida Department of Education 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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## Wicklow Elementary School

100 PLACID LAKE DR, Sanford, FL 32773

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0811>

### School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	86%

### School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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<https://www.floridacims.org>.

### 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 Florida Department of Education 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### **Provide the school's mission statement.**

Wicklow Elementary Magnet School for Global Pathways engages all children in a collaborative environment with an inquiry-based approach to develop knowledgeable, caring and internationally-minded scholars. We inspire our scholars to become lifelong learners and creative thinkers who take action to make a positive impact in our world.

#### **Provide the school's vision statement.**

Wicklow Elementary Magnet School for Global Pathways will teach our scholars to become globally-minded citizens and equip them with the strategies, knowledge, and skills needed to pursue excellence in our modern society. Our scholars will explore and connect firsthand with cultures of the world through language immersion, partnerships, and technology. We will teach our students to listen, speak, read, and write in two languages; achieve academic excellence through an international approach, and develop cultural awareness and sensitivity. Wicklow Elementary Magnet School will be the top elementary school in the Northwest Cluster. Our focus on excellence are summed up in a few simple, strategic practices: 1. Support our outstanding students, teachers, and staff. 2. Identify the instructional needs of every student, differentiate our approach, and provide best instructional pedagogical strategies. 3. Create a culture of commitment and excellence in our school that supports our students, staff, and community. Wicklow will support the SCPS vision that all Early Childhood Program and PreK-Grade 12 students acquire the knowledge, skills, and attitudes to be productive citizens. All students will perform at the highest levels and the school's personnel will be highly qualified, care about the well-being of every student, diverse, innovative, enthusiastic, and dedicated to the mission of our district and school.

### School Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Windish, Daniel	Principal	My main responsibility is to ensure a safe and supportive learning environment where student achievement is top priority.
Archie, Claude	Assistant Principal	Mr. Archie's main responsibility is to ensure a safe learning environment and to support teachers and learning.
Stone, Carson	Assistant Principal	Mr. Stone's main responsibility is to ensure a safe, learning environment and to support the implementation of the IB/PYP magnet program.
Hengehold, Lisa	Other	Mrs. Hengehold's main responsibility is to ensure a safe, learning environment and to support facilities and the daily operations of the school.
Gordon, George	Behavior Specialist	Mr. Gordon's main responsibility is to ensure a safe, learning environment and to support teachers in implementing proactive approaches to behavioral disruptions to learning.

## Demographic Information

### Principal start date

Thursday 7/1/2021, Daniel Windish

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

10

**Total number of teacher positions allocated to the school**

61

**Total number of students enrolled at the school**

659

**Identify the number of instructional staff who left the school during the 2020-21 school year.**

13

**Identify the number of instructional staff who joined the school during the 2021-22 school year.**

2

**Demographic Data**

## Early Warning Systems



**2021-22****The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	107	116	110	111	99	114	0	0	0	0	0	0	0	657
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	1	1	0	0	0	0	0	0	0	0	0	2
Course failure in ELA	0	3	6	6	1	5	0	0	0	0	0	0	0	21
Course failure in Math	1	6	2	4	1	4	0	0	0	0	0	0	0	18
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	5	27	48	0	0	0	0	0	0	0	80
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	34	51	0	0	0	0	0	0	0	90
Number of students with a substantial reading deficiency	2	14	17	22	0	0	0	0	0	0	0	0	0	55

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	2	2	9	0	0	0	0	0	0	0	13

**The number of students identified as retainees:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	12	19	16	16	23	0	0	0	0	0	0	0	91
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Date this data was collected or last updated**

Tuesday 9/21/2021

**2020-21 - As Reported****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
Number of students enrolled														
Attendance below 90 percent														
One or more suspensions														
Course failure in ELA														
Course failure in Math														
Level 1 on 2019 statewide FSA ELA assessment														
Level 1 on 2019 statewide FSA Math assessment														

**The number of students with two or more early warning indicators:**

Indicator	Grade Level	Total
Students with two or more indicators		
<b>The number of students identified as retainees:</b>		
Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

**2020-21 - Updated****The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students with two or more early warning indicators:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

**The number of students identified as retainees:**

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Part II: Needs Assessment/Analysis****School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				48%	67%	57%	49%	63%	56%
ELA Learning Gains				61%	61%	58%	55%	58%	55%
ELA Lowest 25th Percentile				71%	51%	53%	54%	47%	48%

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
Math Achievement				60%	70%	63%	58%	68%	62%
Math Learning Gains				67%	66%	62%	58%	62%	59%
Math Lowest 25th Percentile				62%	50%	51%	57%	46%	47%
Science Achievement				50%	62%	53%	50%	66%	55%

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	44%	67%	-23%	58%	-14%
Cohort Comparison						
04	2021					
	2019	46%	65%	-19%	58%	-12%
Cohort Comparison		-44%				
05	2021					
	2019	44%	64%	-20%	56%	-12%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	57%	71%	-14%	62%	-5%
Cohort Comparison						
04	2021					
	2019	51%	72%	-21%	64%	-13%
Cohort Comparison		-57%				
05	2021					
	2019	60%	65%	-5%	60%	0%
Cohort Comparison		-51%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	47%	62%	-15%	53%	-6%
Cohort Comparison						

**Grade Level Data Review - Progress Monitoring Assessments**

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

iReady Diagnostic Assessments were utilized to progress monitor\*:

- ELA – Grades 1-5
- Mathematics – Grades 1-5

In Grade 5 Science, teacher based formative assessments were used for progress monitoring. Data is unavailable for these assessments.

\*Reported data is based upon having 10 or more students in the subgroup. Less than 10 students will be reported as 0.

<b>Grade 1</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	20/20%	32/30%	49/44%
	Economically Disadvantaged	16/18%	24/26%	41/42%
	Students With Disabilities	2/13%	2/14%	3/19%
	English Language Learners	1/5%	3/13%	4/17%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12/12%	22/20%	47/43%
	Economically Disadvantaged	10/11%	16/17%	41/42%
	Students With Disabilities	0	1/4%	4/17%
	English Language Learners	0	1/4%	4/17%
<b>Grade 2</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24/23%	32/29%	46/43%
	Economically Disadvantaged	18/19%	26/25%	39/39%
	Students With Disabilities	4/20%	1/5%	7/37%
	English Language Learners	1/3%	4/11%	5/16%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11/11%	34/33%	56/55%
	Economically Disadvantaged	8/9%	28/29%	49/52%
	Students With Disabilities	2/11%	3/15%	8/44%
	English Language Learners	1/3%	12/39%	15/47%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	9/9%	12/12%	20/20%
	Economically Disadvantaged	8/9%	10/11%	18/20%
	Students With Disabilities	0	1/7%	1/6%
	English Language Learners	0	1/3%	4/14%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9/9%	20/20%	32/33%
	Economically Disadvantaged	8/9%	19/20%	30/33%
	Students With Disabilities	0	2/13%	3/20%
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	23/21%	35/30%	42/34%
	Economically Disadvantaged	15/15%	26/24%	32/29%
	Students With Disabilities	0	2/6^	2/6%
	English Language Learners	2/6%	4/13%	2/6%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	21/18%	37/31%	54/44%
	Economically Disadvantaged	17/16%	29/27%	45/40%
	Students With Disabilities	1/3%	8/26%	7/21%
	English Language Learners	4/13%	8/26%	7/21%
	Number/% Proficiency	Fall	Winter	Spring

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	22/19%	36/32%	48/42%
	Economically Disadvantaged	15/15%	28/27%	38/37%
	Students With Disabilities	0	2/7%	4/13%
	English Language Learners	2/7%	5/17%	8/27%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	32/29%	38/34%	47/42%
	Economically Disadvantaged	26/27%	29/29%	37/37%
	Students With Disabilities	6/21%	4/14%	6/20%
	English Language Learners	8/29%	10/33%	11/37%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0

## Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	12	26	33	18	21	13	12				
ELL	18	28	36	30	35	55	6				
BLK	24	33	38	17	24	14	14				
HSP	32	35	40	36	31	42	18				
WHT	52	39		45	33		35				
FRL	29	33	38	29	26	28	19				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	20	54	68	40	63	61	32				
ELL	30	54	60	54	67	56	35				
BLK	39	58	77	53	67	72	44				
HSP	46	63	71	64	69	55	47				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	68	68		68	71		57				
FRL	44	59	71	57	66	60	49				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	24	40	43	38	60	58	11				
ELL	32	45	41	48	57	62	17				
BLK	46	52	53	60	59	56	55				
HSP	40	51	52	56	61	67	34				
WHT	68	66	58	63	52		68				
FRL	45	54	55	57	59	57	48				

### ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	35
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	62
Total Points Earned for the Federal Index	278
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	24
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	23
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	37
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	41
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	



## Analysis

### Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

#### **What trends emerge across grade levels, subgroups and core content areas?**

The ELA proficiency across all grade levels is a concerning trend.

#### **What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

ELA achievement and learning growth demonstrates the greatest need for improvement.

#### **What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

Factors contributing to the low ELA performance include disruption in instructional continuity due to the pandemic that further widened gaps in students' foundational skills. Actions to support improvement in these areas will include frequent formative progress monitoring with target support and acceleration in identified areas of need.

#### **What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Progress monitoring data reflects improvement in ELA throughout the 2020-21 school year at all grade levels.

#### **What were the contributing factors to this improvement? What new actions did your school take in this area?**

Deliberate monitoring of specific student groups contributed to this improvement. Actions included focus on the monitoring of the lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students along with standards-based tutoring.

#### **What strategies will need to be implemented in order to accelerate learning?**

Acceleration strategies will include strategic monitoring of lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students, more frequent common formative assessment to gather progress monitoring data and highly structured professional learning community discussions using this data to collaborate on strategies to accelerate student learning.

#### **Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

Professional development will be focused on the development of highly effective professional learning communities and how school-based leaders can foster the growth and development of teacher collaboration for student success.

#### **Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

Additional services dedicated to student acceleration include social emotional learning support for students and families, data driven tutoring and acceleration support; and expanded use of SCPS early warning tracking and MTSS based support.

## Part III: Planning for Improvement

### Areas of Focus:

#### #1. Instructional Practice specifically relating to ELA

<b>Area of Focus Description and Rationale:</b>	Improving Reading/ELA instruction for all students. FSA achievement data reflects that less than 50% of students scored a level 3 or above on the 2021 FSA.
<b>Measurable Outcome:</b>	The measurable outcome will be an increase in the percentage of students scoring level 3 or above on the spring 2022 FSA.
<b>Monitoring:</b>	This area of focus will be monitored through strategic, data aligned PLC planning and collaboration, common formative assessment data, DRA and iReady outcomes.
<b>Person responsible for monitoring outcome:</b>	Daniel Windish (daniel_windish@scps.k12.fl.us)
<b>Evidence-based Strategy:</b>	Research reflects a 0.47 effect size for small group learning.
<b>Rationale for Evidence-based Strategy:</b>	By working with students in small groups, teachers can provide targeted lessons and feedback to quickly accelerate student learning through both differentiation in the core and intervention.

#### Action Steps to Implement

Developing highly collaborative PLCs strategically focused on the use of formative assessment data.  
 Utilizing results of DRA and iReady diagnostics to design reading acceleration support for students.  
 Utilizing SCPS Early Warning/MTSS systems to support interventions.  
 Reading walk-throughs focused on identifying standards-based and differentiated whole group instruction and small group instruction.  
 Utilizing pacing calendars and research based instructional materials and practices in 90-minute block.  
 Utilizing additional research-based intervention curriculum for tier 2 and 3 students.  
 See Seminole County Public Schools' School Improvement Plan for additional details.

**Person Responsible** Daniel Windish (daniel\_windish@scps.k12.fl.us)

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**Wicklow Elementary reported 0.7 incidents per 100 students. This data falls in the Moderate category.**

**At Wicklow, we are concerned about the number of out of school suspensions and the number of classroom removals. We are taking a proactive, positive approach to improvement. Teachers and staff are being trained on when behavior support is needed and on our overall approach to positive reinforcement of expected student behavior. Explorer Award tickets are the positive reinforcements used for rewarding students and the number of tickets will be tracked each month. Goals for increasing the number are set for the next month based upon the number from the previous month. For students having limited success with the overall school expectations, individualized positive behavior plans are created to help with the goal of minimizing classroom removals and minimizing out of school suspensions.**

#### **Part IV: Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

#### **Describe how the school addresses building a positive school culture and environment.**

Wicklow Elementary Magnet School for Global Pathways works very closely with its students and families with the intent to positively highlight every student's culture, educate and celebrate the differences, which make our school so rich. Wicklow is also an IB/PYP Candidate School. Starting in August, we have several community events and IB/PYP Nights throughout the year including World Language Night, an annual Disney Musical, Book Fairs, Curriculum Nights, Title I sponsored family nights, and PTA events that support our efforts. Our school environment embraces the Spanish language, as many of our families speak Spanish. This can be seen through all home/school communication and marquee announcements. Wicklow has embraced a Dual Language Immersion Program. Working as a collaborative team, kindergarten through fifth grade teachers and Dual Language teachers, teach the English curriculum, Spanish language and culture through a full- immersion model. Other events, such as Teach In, also gives our students the opportunity to share their culture with their peers.

#### **Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

Stakeholder groups including teachers, students, families, volunteers, and community members are all involved in promoting our positive school culture and environment. School events, activities, initiatives are planned proactively and based on feedback and data. We believe the communication at Wicklow is key to the promotion of our positive climate. Students and teachers receive daily announcements via our "Morning Announcements." Faculty and Staff receive communications via email twice a week with important announcements and calendar coordination. Families and community members are sent a Weekly Family Update and can access important announcements via our social media accounts. This cycle of communication coordinates the stakeholder groups and provides all with a chance to be a part of our Wicklow Family.