Janie Howard Wilson School

2022-23 Schoolwide Improvement Plan

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Janie Howard Wilson School

306 FLORIDA AVE, Lake Wales, FL 33853

http://lwcharterschools.com/janiehoward

Demographics

Principal: Kim Griffiths

Start Date for this Principal: 7/1/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 ESSA Subgroups Represented (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*
School Grades History	2021-22: D (34%) 2020-21: C (36%) 2018-19: C (49%) 2017-18: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).	

School Board Approval

This plan is pending approval by the Lake Wales 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.

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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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	81%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	D	C	C	C

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Our mission is to provide a safe and caring environment, where all students can be prepared academically and socially for our future society. Providing excellence in education through a rigorous curriculum, international awareness, and lifelong learning skills, to develop future leaders with a passion to serve and create a more peaceful world. Learning for all, whatever it takes.

Provide the school's vision statement.

Janie Howard Wilson's (JHW) vision is to provide a happy, caring, and stimulating environment where children can achieve their fullest potential. The JHW staff works together to provide a safe, nurturing learning environment that fosters curiosity, inquiry, and appreciation for life-long learning. We collectively work in partnership with parents, community, and all stakeholders to educate our students and prepare them to be productive citizens in the world of work. Learning for all: Whatever it takes!

School Leadership Team

Membership
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.**:**

Name	Position Title	Job Duties and Responsibilities
Griffiths, Kim	Principal	Provides leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement. This includes but is not limited to the following: * achieving results on the school's student learning goals and directing energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula; * demonstrating that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success; * working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments; * recruiting, retaining, and developing an effective and diverse faculty and staff; focusing on evidence, research, and classroom realities faced by teachers; * linking professional practice with student achievement to demonstrate the cause and effect relationship; * facilitating effective professional development; * monitoring implementation of critical initiatives; * securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice; * providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population; * employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data; * managing the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; * establishing personal deadlines for self and the entire school; * using a transparent process for making decisions and articulating who makes which decisions; * actively cultivating, supporting, and developing other leaders within the school, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders;

Name	Position Title	Job Duties and Responsibilities
		* managing the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment;
		* effectively managing and delegating tasks and consistently demonstrating fiscal efficiency;
		* understanding the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything;
		* using appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community;
		* managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school;
		* recognizing individuals for good work;
		* maintaining high visibility at school and in the community;
		* demonstrating personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research;
		* engaging in professional development opportunities that improve personal professional practice and align with the needs of the school system;
		* and, generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives.
Finnell, Deann	Parent Engagement Liaison	Professional duties will include the coordination, development, and implementation of parent/community skills training designed to enhance parent involvement and impact achievement. Works with outreach facilitators schools, agencies, churches and community-based organizations to strengthen home-school relationships and empower parents to participate in school activities and to take responsibility for their child's attitude towards school and learning. Coordinates the day to day activities of the Outreach Facilitators, and monitors their performance. Prepares and maintains records and reports. Provides training for staff, parents, and volunteers. Assists schools with recruitment of parents and schedules training. Ensures that parents are receiving information that will assist them with discipline, testing, and achievement issues. Communicates with parents, teachers, and administrators regarding issues and program requirements. Must be willing to work some evenings and occasional weekend events. Performance is

Name	Position Title	Job Duties and Responsibilities
		evaluated through observation of work, training feedback, conferences, records and reports. Professional duties will include identifying students who are at-risk in not meeting grade level proficiency by analyzing data from identified state and district formative and summative assessments, classroom assignments, and other identified curricula-based learning tasks; collaborating with teachers to plan, implement, and evaluate interventions for identified students; identifying appropriate supplemental resources to meet students' individual needs; working with administration to implement and document activities related to the Title I Plan; monitoring students' response and communicating with administration, teachers, and parents regarding students' progress in tutoring activities. Implementation of intervention strategies with students may be accomplished through "pull out" or "push in" with small groups or on a one-to-one basis, when necessary. Tutoring may occur before, during, and/or after school.
Alexander, Brittany	Assistant Principal	Assists the school principal by providing leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement. This includes, but is not limited to, responsibilities assigned by the principal which relate to the following: * achieving results on the school's student learning goals and directing energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula; * demonstrating that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success; * working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments; * recruiting, retaining, and developing an effective and diverse faculty and staff; * focusing on evidence, research, and classroom realities faced by teachers; * linking professional practice with student achievement to demonstrate the cause and effect relationship; * facilitating effective professional development; * monitoring implementation of critical initiatives;

Name	Position Title	Job Duties and Responsibilities
		* securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice; * providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population; * employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data; * managing the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; * establishing personal deadlines for self and the entire school; * using a transparent process for making decisions and articulating who makes which decisions; * actively cultivating, supporting, and developing other leaders within the school, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders; * managing the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; * effectively managing and delegating tasks and consistently demonstrating fiscal efficiency; * understanding the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything; * using appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; * managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; * recognizing individuals for good work; * maintaining high visibility at school and in the community; * demonstrating personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research; * engaging in professional development opportunities that improve personal

Name	Position Title	Job Duties and Responsibilities
		professional practice and align with the needs of the school system; * and, generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives.
Borders, Elizabeth	Other	PERFORMANCE RESPONSIBILITIES: Coordinates the referral, staffing, placement, and re-evaluation process for exceptional student education at the school level. Serves as a member of individual educational plan (IEP) meetings as the LEA representative. Provides the level and frequency of direct support to students and teachers based upon general educators' and students' need for assistance. Arranges for classroom and testing accommodations for students with disabilities. Assists in the development and adaptation of curriculum and testing materials to meet the needs of teachers and students. Models small group instruction to ESE students in general classes, as well as in a pullout setting. Serves as a resource to school personnel regarding ESE rules and regulations. STUDENT SUPPORT RESPONSIBILITIES: Implements a program of study designed to meet individual needs of students with disabilities as outlined in the student's IEP. Provide support for ESE student achievement in the general education classroom through cooperative consultation and support facilitation. Provides small group and supplemental services beneficial to students with disabilities as an extension of regular classroom activities and modification for students on access points attending basic classes. Will assist with progress monitoring, data collection, analysis and necessary changes in the instructional program for students with disabilities based on assessed results Student responsibility will be at a school based level. LEA Facilitators will serve students with disabilities in a range specific to their school level to include a ratio not to exceed 1:15 at the elementary level, a ratio not to exceed 1:18 at the middle level, and a ratio not to exceed 1:20 at the high school level. LEA Facilitators will serve in a 70/30, meetings/student contact capacity.
Gunn, Genifer	Math Coach	The School-based Coach is responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students. This position will also be responsible for coaching teachers about: data collection, analysis, interpretation and usage; research-based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools.

Name	Position Title	Job Duties and Responsibilities
		Roles and responsibilities include, but are not limited to, the following: - Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area. - Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development. - Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction. - Support teachers in planning instruction to meet the needs of all students through differentiated instruction. - Provide classroom support by observing, modeling, co-teaching and providing specific feedback. - Help teachers understand state and district mandates and how these mandates support student achievement. - Provide support for school-based professional development to build the school's training capacity. - Develop and deliver school-based professional development in content area and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs. - Provide follow-up support at the school level for district professional development in assigned content area. - Support school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work. - Participate in professional development opportunities to deepen content knowledge and knowledge of professional learning communities, adult learning theory, and best practices in the appropriate content area, and to develop coaching and technology skills. - Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction. - Perform other responsibilities as assigned to support the implementation of standards-based instruction and professional development in content area, such as: identify literature and resources for professional development; keep extensive and routine activity logs and submit monthly; assist with development of district learning schedules and assessments as needed.
Grondin, Hillary	Reading Coach	The School-based Coach is responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students. This position will also be responsible for coaching teachers about: data collection, analysis, interpretation and usage; research-based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools. Roles and responsibilities include, but are not limited to, the following: - Assist school-based administrators and teachers in analyzing school,

Name	Position Title	Job Duties and Responsibilities
		class, and individual student data to determine needs in the content area. - Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development. - Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction. - Support teachers in planning instruction to meet the needs of all students through differentiated instruction. - Provide classroom support by observing, modeling, co-teaching and providing specific feedback. - Help teachers understand state and district mandates and how these mandates support student achievement. - Provide support for school-based professional development to build the school's training capacity. - Develop and deliver school-based professional development in content area and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs. - Provide follow-up support at the school level for district professional development in assigned content area. - Support school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work. - Participate in professional development opportunities to deepen content knowledge and knowledge of professional learning communities, adult learning theory, and best practices in the appropriate content area, and to develop coaching and technology skills. - Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction. - Perform other responsibilities as assigned to support the implementation of standards-based instruction and professional development in content area, such as: identify literature and resources for professional development; keep extensive and routine activity logs and submit monthly; assist with development of district learning schedules and assessments as needed.

Demographic Information

Principal start date

Friday 7/1/2022, Kim Griffiths

Number of teachers with a 2022 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 2022 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.*
5

Total number of teacher positions allocated to the school
24

Total number of students enrolled at the school
435

Identify the number of instructional staff who left the school during the 2021-22 school year.
9

Identify the number of instructional staff who joined the school during the 2022-23 school year.
4

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	74	78	81	67	65	71	0	0	0	0	0	0	0	436
Attendance below 90 percent	27	21	25	12	18	23	0	0	0	0	0	0	0	126
One or more suspensions	1	0	0	0	1	1	0	0	0	0	0	0	0	3
Course failure in ELA	4	2	6	3	4	3	0	0	0	0	0	0	0	22
Course failure in Math	1	1	2	2	0	3	0	0	0	0	0	0	0	9
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	6	17	26	0	0	0	0	0	0	0	49
Level 1 on 2022 statewide FSA Math assessment	0	0	0	5	17	34	0	0	0	0	0	0	0	56
Number of students with a substantial reading deficiency	0	10	2	1	1	2	1	0	0	0	0	0	0	17

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	2	2	6	3	12	14	0	0	0	0	0	0	0	39

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	9	4	12	9	2	0	0	0	0	0	0	0	0	36
Students retained two or more times	0	1	5	1	3	0	0	0	0	0	0	0	0	10

Date this data was collected or last updated

Monday 7/18/2022

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	77	58	69	67	58	58	0	0	0	0	0	0	0	387
Attendance below 90 percent	33	27	26	23	22	24	0	0	0	0	0	0	0	155
One or more suspensions	7	4	12	5	10	7	0	0	0	0	0	0	0	45
Course failure in ELA	2	1	5	7	2	1	0	0	0	0	0	0	0	18
Course failure in Math	0	1	3	0	1	1	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	6	12	28	0	0	0	0	0	0	0	46
Level 1 on 2019 statewide FSA Math assessment	0	0	0	7	13	30	0	0	0	0	0	0	0	50
Number of students with a substantial reading deficiency	13	21	30	28	12	26	0	0	0	0	0	0	0	130

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	13	21	30	28	12	26	0	0	0	0	0	0	0	130

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	14	11	14	8	6	0	0	0	0	0	0	0	0	53
Students retained two or more times	0	3	1	4	2	3	0	0	0	0	0	0	0	13

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	77	58	69	67	58	58	0	0	0	0	0	0	0	387
Attendance below 90 percent	33	27	26	23	22	24	0	0	0	0	0	0	0	155
One or more suspensions	7	4	12	5	10	7	0	0	0	0	0	0	0	45
Course failure in ELA	2	1	5	7	2	1	0	0	0	0	0	0	0	18
Course failure in Math	0	1	3	0	1	1	0	0	0	0	0	0	0	6
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	6	12	28	0	0	0	0	0	0	0	46
Level 1 on 2019 statewide FSA Math assessment	0	0	0	7	13	30	0	0	0	0	0	0	0	50
Number of students with a substantial reading deficiency	13	21	30	28	12	26	0	0	0	0	0	0	0	130

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	13	21	30	28	12	26	0	0	0	0	0	0	0	130

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	14	11	14	8	6	0	0	0	0	0	0	0	0	53
Students retained two or more times	0	3	1	4	2	3	0	0	0	0	0	0	0	13

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	32%		56%	39%			44%		57%
ELA Learning Gains	29%			42%			47%		58%
ELA Lowest 25th Percentile	23%			50%			50%		53%
Math Achievement	38%		50%	47%			54%		63%
Math Learning Gains	39%			39%			59%		62%
Math Lowest 25th Percentile	50%			6%			56%		51%
Science Achievement	25%		59%	26%			30%		53%

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**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	50%			58%	-8%
Cohort Comparison		0%				
04	2022					
	2019	44%			58%	-14%
Cohort Comparison		-50%				
05	2022					
	2019	35%			56%	-21%
Cohort Comparison		-44%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	51%			62%	-11%
Cohort Comparison		0%				
04	2022					
	2019	50%			64%	-14%
Cohort Comparison		-51%				
05	2022					
	2019	54%			60%	-6%
Cohort Comparison		-50%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	29%			53%	-24%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	19	18	29	26	50	62	19				
ELL	24	27		34	32		15				
BLK	29	26		29	34		19				
HSP	37	35	27	45	46	45	27				
WHT	25	26		38	32						
FRL	33	30	23	39	41	52	27				

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	11	8		36	31		8				
ELL	42	38		68	62		50				
BLK	27	31		34	12						
HSP	43	43		54	45		37				
WHT	44	50		54	56		32				
FRL	38	40	57	46	36	7	25				

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	31	38		41	52	46	50				
ELL	44	36		53	65	55	27				
BLK	35	47	38	50	68		27				
HSP	48	42	60	54	56	47	25				
WHT	46	50	50	58	55		47				
FRL	42	41	52	51	57	56	24				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CSI
OVERALL Federal Index – All Students	36
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	289
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	32
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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%	0
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%	0
Black/African American Students	
Federal Index - Black/African American Students	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	40
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0

White Students	
Federal Index - White Students	30
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	1
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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 vertical trends show a significant decrease in ELA in all grades for proficiency and learning gains. The vertical trends in mathematics demonstrated no increase in proficiency and in learning gains. There was a significant increase in performance for the bottom quartile in math as the data shows we went from six percent to fifty percent. The science performance was consistent with the previous year. The science achievement is a direct reflection of the ELA data. When analyzing the historical data of our subgroups, the African American population is performing well below the other subgroups, district, and state. The Students with Disabilities subgroup is also performing well below expectations compared to others in the district and state.
The horizontal trend from progress monitoring data (NWEA Maps) showed limited growth in third grade for both ELA and Math. In fourth grade, there was a significant decrease in performance in both reading and math. In fifth grade, the data indicated growth, but most students did not reach proficiency. Kindergarten proficiency did improve in both reading and math, with a majority of students performing on grade level. First grade and second had similar results to fourth grade, as there was a decrease in proficiency with reading and math.
Our ESSA subgroups also showed very limited growth based off the FSA in 2022. SWD, ELL, African Americans, Hispanics, White, and Economically disadvantaged were below the 41% benchmark.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based on progress monitoring and state assessments, our greatest need for improvement is increasing proficiency and learning gains for all subgroups in ELA and Math. The objective would be to maintain improvement in the math bottom quartile for learning gains.
The FSA data from 2022 also indicated there is a great need for improvement with the following subgroups:
Students with Disabilities scored at 32%;
English Language Learners scored at 31%;
African Americans scored at 27%
Hispanics scored at 40%
White scored at 30%

Economically Disadvantaged at 37%
Our progress monitoring data in the Fall of 2022 based off iReady, STAR, and FAST indicate that these subgroups are still a focus area 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?

The 2021-2022 school year had many staff adjustments, as only five staff members remained in their current grade levels and seven instructional staff members returned. To start the 2022-2023 school year, we retained eighty-five percent of our instructional staff in their current positions. Due to COVID spikes during the 2021-2022 school year, absenteeism continued to be a barrier to student achievement. There was a decrease in the number of students leaving prior to dismissal. Janie Howard Wilson continues to see a high mobility rate with students entering and withdrawing.
To improve Tier One, Janie Howard Wilson was granted candidacy for the International Baccalaureate (IB) Primary Years Programme (PYP) and implemented a state-approved reading curriculum, Reading Wonders, in the 2021-2022 school year. In addition, the school purchased the state-approved math curriculum, Savvas, for the 2022-2023 school year. Despite being implemented with fidelity, the supplemental program for reading and math indicated no academic growth and has been changed for the upcoming 2022-2023 school year. The Multitiered Support System (MTSS) was implemented, but additional professional development was needed. This professional development will continue to be offered to improve the quality of the instructional practices.
Janie Howard Wilson will also be analyzing the iReady and AR data to ensure targets for weekly improvement are being met. Administration will be using Marzano to ensure lesson plans are targeting standards. Interventionists will be pulling small groups to target individualized learning goals. Coaches will utilize the coaching model for new teachers and teachers with minimal growth.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The data component that showed a significant improvement was the bottom quartile in math on the 2021-2022 FSA. Kindergarten also showed significant academic growth in proficiency in reading and math from the beginning of the year to the end of the year based on progress monitoring.

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

The contributing factors for improving the bottom quartile in math were the hiring of a math coach, frequent data chats with an accountability plan, consistency with small groups, and the usage of research-based materials to supplement small group instruction. In Kindergarten, the teachers utilized and implemented professional development from the State Regional Literacy Directors. They also provided hands on opportunities, implemented the new reading curriculum with fidelity, and maintained open lines of communication with families.

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

The following strategies will need to be implemented in order to accelerate learning this year:
- Continue the fidelity of MTSS implementation with quality materials and a stronger differentiation between Tier 1 and Tier 2
- Reading and math interventionists to assist with the fidelity for Tier 3 and increase proficiency with White, Hispanic, and African American subgroups.
- Increase the number of classroom teachers with their reading and ESOL endorsements
- Implement the International Baccalaureate PYP philosophy to increase student engagement and attendance
- Actively engage with the Lake Wales Charter Schools' Reading Initiative: Read 20

- Purchase additional books for the media center and classroom libraries
- Create opportunities for professional development in educational technology with the hiring of a Network Manager
- Utilize trainings from FDLRS to increase our IEP goal achievements with our ESE students
- Implement a coaching log for reading and math to address observational data concerns from Marzano and/or from lack of growth with iReady, STAR, or FAST.
- Collaborative planning meetings will continue weekly with the shifting of the focus from common practices to data-driven instruction with an emphasis on Universal Design of Learning (UDL) from FDLRS.
- FDLRS to work with our ESE department with IEP goals, differentiation, and effective centers to target our SWD subgroup.
- An ESOL teacher and two ESOL paras will work to improve our ELL and Hispanic subgroups.
- Our social worker and LWCS attendance manager will work to improve attendance for our Economically Disadvantaged subgroup.

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.

Based on the contributing factors and strategies identified to accelerate learning, the following professional development opportunities will be provided to support teachers and leaders:
- Monthly coaches meetings for reading and math with the other schools within the Lake Wales Charter System
- IB PYP training for entire staff: Making the PYP Happen
- IB PYP: Early Learners Training for Pre-K, Kindergarten, and First Grade
- IB PYP: Level Two training for Leadership Team
- Tier One Math Curriculum for all grade levels with Savvas Curriculum
- Tier One and Tier Two iReady training for reading and math to target our increase with math proficiency
- Writers Workshop with the State Regional Literacy Directors to target our increase with reading proficiency
- Phonics training with manipulatives and small groups with State Regional Literacy Directors
- Tier Two and Tier Three Reading Plus training to implement with fourth and fifth-grade students with our Economically Disadvantaged subgroup.
- Professional Learning Community (PLC) on utilizing data to drive small group instruction and differentiate lesson plans
- Ongoing reading and ESOL endorsement training for teachers with PCSB and UF.
- ESOL teacher to ESOL differentiation training based on Access Data and Wida I Can descriptors for our ELL subgroup.
- FDLRS to train on Universal Design of Learning to increase proficiency with our African American, White, Hispanic and SWD subgroups.
- FDLRS to train with our ESE department on writing IEP goals to align with BEST standards to target our SWD subgroups.

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

The additional services that will be implemented to ensure the sustainability of improvement in the next year and beyond are:
- Steadfast implementation of state-approved curriculum for Tier One: Reading Wonders & Savvas for reading and math proficiency.
- Application of the PYP IB philosophy to transition JHW from candidacy to an authorized IB school to increase student agency and student self-efficacy.
-Effective resources with our MTSS program to ensure high quality and research based materials are

used with fidelity with our classroom and interventionist teachers based on FAST, STAR, or iReady data.
- Increase parent engagement by recruiting more families to participate in Parent Teacher Organization (PTO)
- Consistent use of Marzano observation data to have goals for coaches to work with teachers to show areas of growth with student engagement, targeted lessons to address state benchmarks/standards, and to have high quality student activities that aligns with the specific needs in the classroom based on classroom data.
- Expand the number of teachers with Reading and ESOL endorsements
- Recruit and retain highly effective teachers
- Implement FLDRS training for IEP goals to increase our SWD subgroup
- Implement high quality ESOL strategies based of the professional developments with the ESOL teacher to increase our English Language Learner.
- Differentiation and implementation of our Universal Design of Learning with our classroom subjects to increase student participation, target areas of needs with skills and/or standards with our FAST, STAR, and iReady data to increase proficiency and to target ESSA subgroups.

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on state test scores, progress monitoring, and historical data, ELA proficiency and learning gains indicate a downward trend among the majority of grade levels. ESSA subgroups scoring below the expected 41% which includes: Students with Disabilities, English Language Learners, African Americans, Hispanics, White, and Economically Disadvantaged.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our goal is to increase by three percent in reading proficiency across all grade levels and an increase to 41% to targeted ESSA subgroups based on FAST assessment. To ensure we are building for capacity, the school will calculate this information for our K-2 students using the STAR assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The STAR and FAST data will be used to target students' needs to differentiate instruction, determine student groups for the interventionists, and which professional developments to target for the grade levels. iReady and Accelerated Reader data will be pulled weekly to determine if growth for individual students and grade levels are being made. Marzano observational data will be used to determine if teachers and students are engaged, have targeted lessons/goals based on classroom STAR/FAST data, and student work samples posted to show depth of understanding with standards/benchmarks. If the Marzano observational data indicates a concern, the coaches will be asked to assist teachers with the coaching model to show an increase with the Effective Educators elements.
Person responsible for monitoring outcome:	Kim Griffiths (kim.griffiths@lwcharterschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being	The administration will be conducting more frequent walk-throughs to provide consistent feedback using Marazno targeted elements in Effective Educators and to develop specific coaching plans. The reading and math coaches will create a coaching plan with administration to meet teacher needs based on the Marzano observational data within Effective Educators. The reading interventionist will meet with the students in small groups based off the STAR and FAST data to provide MTSS using research based instructional materials. This data will be tracked to determine progress every six weeks and filed in the

implemented for this Area of Focus.	students cum folder. The interventionist will analyze STAR and iReady data weekly to determine if progress is being made with targeted lessons.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.	To shift the focus from professional development and teacher retention to implementation of the instructional practices, the coaches will utilize a variety of coaching models to increase student performance. Teachers will meet with the administration to make an individualized professional development plan to increase Reading and ESOL endorsements for more effective instruction.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The following action steps will be implemented for reading improvement:
Strategy 1. -Log for coaches to capture data related to job duties; ensure times are allocated for coaching to be implemented for specific individuals to meet the Marzano elements found in Effective Educators, and to determine which type of coaching model is being used when in classrooms (modeling, side by side, coteaching, observational, conferencing).
Action Step 1.- Create log for coaches to use to reflect daily activities to ensure teachers are receiving their support.
Action Step 2- Administration to review coaching log weekly and based on the observational data from Marzano with Effective Educators determine if updates are needed biweekly.
Action Step 3- Review iReady, AR, and classroom data (in Focus) weekly to determine if coaches need to work with individual teachers if progress is not being made.

Person Responsible	Kim Griffiths (kim.griffiths@lwcharterschools.com)

Strategy 2.- Administration and teacher meetings to reflect on data collected from STAR/FAST.
Action Step 1.-PLCs weekly to review data collected and make a goal for the team to be worked on for the month. The teams will identify a concern with the data; teachers will determine barriers and what they can control; the team will create an action plan for four weeks to address the goal, teams will measure their progress on their action plan by the end of the fourth week to increase reading and math proficiency as well as our Economically Disadvantaged subgroup.
Action Step 2: The social worker will review attendance data weekly with administration and review which students need home visits or resources from the community to reduce barriers for team goals stated in step one.

Person Responsible	Kim Griffiths (kim.griffiths@lwcharterschools.com)

Strategy 3.-Implementation of the IB PYP Philosophy to engage students, build student agency and student efficacy, and decrease student disciplinary actions to increase our African American, Hispanic, White, Economically Disadvantaged subgroups and increase proficiency within reading and math by
Action Step 1. -Administration will conduct walkthroughs weekly to ensure integrity of the standards and benchmarks with high yield elements found in Marzano Effective Educators.

Action Step 2- PYP consultant to review lesson template (PYP planner) for each grade level and meet with teams to reflect and revise to build more approaches to teaching.
Action Step 3- Administration and PYP coordinator to review the Unit of Inquiries to see progression of student work artifacts to determine opportunities to improve planning to increase understanding of the PYP philosophy, proficiency of standards, and opportunities for student agency.

Person Responsible Kim Griffiths (kim.griffiths@lwcharterschools.com)

Strategy 4.-Monitoring of teachers' progress with their individualized professional development goals
Action Step 1-Administration will determine which teachers are in need of reading and ESOL endorsements.
Action Step 2-Administration will use Marzano elements from Effective Educators during the walkthroughs to look for progress of the teachers' individualized professional development goals using the FCRR literacy walk-throughs data reflections with the SDRLs guidance.
Action Step 3- Administration will use the PYP consultant feedback to determine professional development goals to build opportunities student agency and self-efficacy with students.

Person Responsible Kim Griffiths (kim.griffiths@lwcharterschools.com)

Strategy 5..- Application of FDLRS training with our ESE and General Education teachers to increase our Students with Disabilities subgroup.
Action Step 1.- Administration will check lesson plans weekly to see growth of differentiation based on classroom assessment data.
Action Step 2- Administration will do observations weekly to ensure students have classwork differentiated but meeting standards/benchmarks of the grade level or IEP. If further support is needed, contact FDLRS for additional supports for our ESE department.
Action Step 3- FDLRS to analyze master schedule to ensure JHW is optimizing time to the fullest potential with ESE inclusion and ESE resource models.
Action Step 4- Administration to work with ESE Director of LWCS to ensure all ESE compliance is being met with our LEA and our ESE teachers each month.

Person Responsible Kim Griffiths (kim.griffiths@lwcharterschools.com)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on the state test scores, progress monitoring, and historical data, math proficiency indicates a downward trend among the majority of grade levels and subgroups. There was no change in learning gains for the students who are not in the bottom quartile. ESSA subgroups scoring below the expected 41% which includes: Students with Disabilities, English Language Learners, African Americans, Hispanics, White, and Economically Disadvantaged.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our goal is to have an increase by three percent in overall math proficiency across all grade levels. The school data also indicated all grade levels need to targeted ESSA subgroups based on FAST assessment to meet the 41%. To ensure we are building for capacity, the school will calculate this information for our K-2 students using the STAR assessment.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	The data from progress monitoring will be used to target students' needs to differentiate instruction. iReady data will be pulled weekly to adjust and implement instructional strategies to improve student performance. Savvas data will be used to verify students' mastery of their standards. Marzano observational data will be used to determine if teachers and students are engaged, have targeted lessons/goals based on classroom STAR/FAST data, and student work samples posted to show depth of understanding with standards/benchmarks. If the Marzano observational data indicates a concern, the coaches will be asked to assist teachers with the coaching model to show an increase with the Effective Educators elements.
Person responsible for monitoring outcome:	Kim Griffiths (kim.griffiths@lwcharterschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented	The administration will be conducting more frequent walk-throughs to provide consistent feedback using Marazno targeted elements in Effective Educators and to develop specific coaching plans. The math coaches will create a coaching plan with administration to meet teacher needs based on the Marzano observational data within Effective Educators. The math interventionist will meet with the students in small groups based off the STAR and FAST data to provide MTSS using research based instructional materials. This data will be tracked to determine progress every six weeks and filed in the students cum folder. The interventionist will analyze STAR and iReady data weekly to determine if progress is being made with targeted lessons.

for this Area of Focus.

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

To shift the focus from professional development and teacher retention to implementation of instructional best practices, implement the new BEST math philosophy for students to have more time for applying strategies to increase student performance. Teachers will meet with administration to make an individualized professional development plan to increase application of the BIG-M materials and implement the usage of the MTRs associated with the benchmarks. Lesson plans will reflect the teachers progression of knowledge gained to apply these best practices with students.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

The following action steps will be implemented for reading improvement:
Strategy 1. - Log for coaches to capture data related to job duties; ensure times are allocated for coaching to be implemented for specific individuals to meet the Marzano elements found in Effective Educators, and to determine which type of coaching model is being used when in classrooms (modeling, side by side, coteaching, observational, conferencing)
Action Step 1.- Create log for coaches to use to reflect daily activities to ensure teachers are receiving their support.
Action Step 2- Administration to review coaching log weekly and based on the observational data from Marzano with Effective Educators determine if updates are needed biweekly.
Action Step 3- Review iReady and classroom data (in Focus) weekly to determine if coaches need to work with individual teachers if progress is not being made.

Person Responsible Kim Griffiths (kim.griffiths@lwcharterschools.com)

Strategy 2.- Administration and teacher meetings to reflect on data collected from STAR/FAST.
Action Step 1.-PLCs weekly to review data collected and make a goal for the team to be worked on for the month. The teams will identify a concern with the data; teachers will determine barriers and what they can control; the team will create an action plan for four weeks to address the goal, teams will measure their progress on their action plan by the end of the fourth week to increase reading and math proficiency as well as our Economically Disadvantaged subgroup.
Action Step 2: The social worker will review attendance data weekly with administration and review which students need home visits or resources from the community to reduce barriers for team goals stated in step one.

Person Responsible Kim Griffiths (kim.griffiths@lwcharterschools.com)

Strategy 3.-Implementation of the IB PYP Philosophy to engage students, build student agency and student efficacy, and decrease student disciplinary actions to increase our African American, Hispanic, White, Economically Disadvantaged subgroups and increase proficiency within reading and math by
Action Step 1. -Administration will conduct walkthroughs weekly to ensure integrity of the standards and benchmarks with high yield elements found in Marzano Effective Educators.
Action Step 2- PYP consultant to review lesson template (PYP planner) for each grade level and meet with teams to reflect and revise to build more approaches to teaching.

Action Step 3- Administration and PYP coordinator to review the Unit of Inquiries to see progression of student work artifacts to determine opportunities to improve planning to increase understanding of the PYP philosophy, proficiency of standards, and opportunities for student agency.

Person Responsible   Kim Griffiths (kim.griffiths@lwcharterschools.com)

Strategy 4.-Monitoring of teachers' progress with their individualized professional development goals
Action Step 1-Administration will determine which teachers are in need of ESOL endorsements.
Action Step 2-Administration will use Marzano elements from Effective Educators during the walkthroughs to look for progress of the teachers' individualized professional development goals with the mathematical thinking and reasoning standards to increase understanding with the benchmarks to increase proficiency and to make progress with subgroups.
Action Step 3- Administration will use the PYP consultant feedback to determine professional development goals to build opportunities student agency and self-efficacy with students.

Person Responsible   Kim Griffiths (kim.griffiths@lwcharterschools.com)

Strategy 5..- Application of FDLRS training with our ESE and General Education teachers to increase our Students with Disabilities subgroup.
Action Step 1.- Administration will check lesson plans weekly to see growth of differentiation based on classroom assessment data.
Action Step 2- Administration will do observations weekly to ensure students have classwork differentiated but meeting standards/benchmarks of the grade level or IEP. If further support is needed, contact FDLRS for additional supports for our ESE department.
Action Step 3- FDLRS to analyze master schedule to ensure JHW is optimizing time to the fullest potential with ESE inclusion and ESE resource models.
Action Step 4- Administration to work with ESE Director of LWCS to ensure all ESE compliance is being met with our LEA and our ESE teachers each month.

Person Responsible   Kim Griffiths (kim.griffiths@lwcharterschools.com)

RAISE
The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

  ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

  ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

  ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

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

Instructional practice specifically relating to Reading/ELA in grades K-2 centers around sequential acquisition of literacy, beginning with phonemic awareness and phonics, resulting in increased fluency and comprehension. Embedding the PYP IB philosophy leads to the production of an evolving pedagogy to embrace student agency. It also allows students to explore content in meaningful and engaging ways. In addition, this program adds purpose and intention to the planning process, which encourages teachers to deliver challenging, engaging, and transdisciplinary lessons that promote higher-order thinking and conceptual understanding. The instructional staff needs in-depth guidance in standards-based and intentional planning to increase data results in core academic areas.

End-of-year data indicated that fifty-five percent of Kindergarten and eighty-four percent of First and Second-grade students are not on track to score a Level 3 or above on the statewide, standardized ELA assessment as evidenced by the progress monitoring NWEA (MAPS).

The Universal Design of Learning (UDL) principles will be applied to assist with differentiation to meet the needs of ESE and ESOL learners in the classroom. Instructional coaches will assist with purposeful planning and will provide a variety of methods such as modeling, side-by-side coaching, conferencing, and additional professional development to meet the needs of specific grade levels and/or teachers. Interventionists must deliver engaging, meaningful, and specific support to meet the Multi-Tiered Support System (MTSS) goals. These critical roles will assist instructional staff in delivering lessons that incorporate grade-appropriate rigorous tasks and questions that engage the learner and meet the specific criteria of the standards in order to increase student proficiency.

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

Instructional practice specifically relating to Reading/ELA in grades 3-5 focuses on increasing vocabulary, fluency, and comprehension. Embedding the PYP IB philosophy leads to the production of an evolving pedagogy to embrace student agency. It also allows students to explore content in meaningful and engaging ways. In addition, this program adds purpose and intention to the planning process, which encourages teachers to deliver challenging, engaging, and transdisciplinary lessons that promote higher-order thinking and conceptual understanding. The instructional staff needs in-depth guidance in standards-based and intentional planning to increase data results in core academic areas.

End-of-year data indicated that sixty-two percent of Third-grade, seventy-two percent of Fourth grade, and seventy-three percent of Fifth-grade students did not score a Level 3 or above on the statewide,

standardized ELA assessment.

The Universal Design of Learning (UDL) principles will be applied to assist with differentiation to meet the needs of ESE and ESOL learners in the classroom. Instructional coaches will assist with purposeful planning and will provide a variety of methods such as modeling, side-by-side coaching, conferencing, and additional professional development to meet the needs of specific grade levels and/or teachers. Interventionists must deliver engaging, meaningful, and specific support to meet the Multi-Tiered Support System (MTSS) goals. These critical roles will assist instructional staff in delivering lessons that incorporate grade-appropriate rigorous tasks and questions that engage the learner and meet the specific criteria of the standards in order to increase student proficiency.

Measurable Outcomes:
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.

- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

JHW will increase student proficiency in reading by three percent on statewide assessments.

UniSig Grant funds will be used to hire an additional literacy coach to target primary grade level teachers. This will allow Janie Howard Wilson to have one literacy coach to target the primary grades (K-2) and a second literacy coach to target the intermediate grades (3-5). The primary literacy coach will implement the coaching log to determine if the model being used is effective for grade levels and/or specific staff members. This position will result in student achievement being increased in reading based on the progress monitoring data to reach our target goal and decrease the amount of students needing tier 2 and tier 3 interventions. Janie Howard Wilson will also have ninety-five percent of our instructional staff attend the Universal Design of Learning training and document the application of strategies learned in their lesson plans.

Grades 3-5: Measureable Outcome(s)

JHW will increase student proficiency in reading by three percent on statewide assessments.

UniSig Grant funds will be used to hire an additional literacy coach to target primary grade level teachers. This will allow Janie Howard Wilson to have one literacy coach to target the primary grades (K-2) and a second literacy coach to target the intermediate grades (3-5). The primary literacy coach will implement the coaching log to determine if the model being used is effective for grade levels and/or specific staff members. This position will result in student achievement being increased in reading based on the progress monitoring data to reach our target goal and decrease the amount of students needing tier 2 and tier 3 interventions. Janie Howard Wilson will also have ninety-five percent of our instructional staff attend the Universal Design of Learning training and document the application of strategies learned in their lesson plans.

Monitoring:
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

Janie Howard Wilson will be implementing the state progress monitoring assessments. In order to evaluate if we are on target for increasing proficiency in reading, we will utilize iReady data weekly, AR assessments weekly, and students' mastery of the standards using the Wonders curriculum assessments. Lesson plans will be monitored to ensure best practices with differentiation and scaffolding are being utilized to meet the individual needs of students.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Griffiths, Kim, kim.griffiths@lwcharterschools.com

Evidence-based Practices/Programs:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?

- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?

- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Janie Howard Wilson will be implementing the state progress monitoring assessments that are aligned to the B.E.S.T. standards. The iReady curriculum shows evidence of moderate effectiveness when implemented correctly. This program aligns with the district's K-12 Comprehensive Evidence-based Reading Plan to utilize state-approved curriculum vendors. The MTSS and lesson plans will be monitored to ensure best practices with differentiation and scaffolding are applied and the objectives of the B.E.S.T. ELA Standards are met.

Rationale for Evidence-based Practices/Programs:
Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?

- Do the identified practices/programs show proven record of effectiveness for the target population?

Janie Howard Wilson researched the effectiveness of the Reading Wonders, Accelerated Reader, and iReady programs, and observed that all were documented in many other high performing district K-12 Comprehensive Evidence-based Reading Plans and School Improvement Plans. The instructional staff needs in-depth guidance with standards based and intentional planning to implement the Reading Wonders, Accelerated Reader, and iReady programs effectively for tier one and tier two.

Action Steps to Implement:
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring
Strategy 1- The literacy leadership will provide consistent and frequent feedback. Action Step 1- Classroom walkthroughs weekly with a focus on small group instruction with intentional lesson planning.	Alexander, Brittany, brittany.alexander@lwcharterschools.com

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

According to the National Center on Safe and Supportive Learning Environments, "School climate refers to the way a school fosters safety, promotes a supportive academic, disciplinary and physical environment, whilst encouraging and maintaining respectful, trusting and caring relationships throughout the school community" (2019). The PYP IB philosophy was not initially designed for the intervention of the school climate, but case studies show participants recognized that the program's principles and supportive learning resources have a positive impact on school climate. As Janie Howard Wilson works on their authorization process with the IB program, we want to build a culture that is positive for students and staff who engage in the philosophy of the program. There is a need to establish a strong tier one approach in order to reduce the number of discipline referrals as documented in Focus, and increase attendance results as documented in Focus. With the assistance of contracted services, Janie Howard Wilson will develop a school store and awards for meeting academic goals and/or demonstrating the learner profile attributes.

incentives for teachers and students
family nights
school wide events
international festival
color run
performances

clubs/electives
sports - turkey bowl march madness

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

The stakeholders are the staff of Janie Howard Wilson, parents and family members, volunteers, local business sponsors, business partners, law enforcement agencies, community members, and students. All stakeholders will work together to promote a positive school culture and environment.