

Flagler Schools

Lewis E. Wadsworth Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

| | |
|--|-----------|
| SIP Authority and Purpose | 3 |
| I. School Information | 6 |
| II. Needs Assessment/Data Review | 10 |
| III. Planning for Improvement | 15 |
| IV. ATSI, TSI and CSI Resource Review | 25 |
| V. Reading Achievement Initiative for Scholastic Excellence | 0 |
| VI. Title I Requirements | 25 |
| VII. Budget to Support Areas of Focus | 27 |

Lewis E. Wadsworth Elementary

4550 BELLE TERRE PKWY, Palm Coast, FL 32164

www.flaglerschools.com

SIP Authority

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

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

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

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

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

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

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

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

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

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

| SIP Sections | Title I Schoolwide Program | Charter Schools |
|--|---|------------------------|
| I-A: School Mission/Vision | | 6A-1.099827(4)(a)(1) |
| I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring | ESSA 1114(b)(2-3) | |
| I-E: Early Warning System | ESSA 1114(b)(7)(A)(iii)(III) | 6A-1.099827(4)(a)(2) |
| II-A-C: Data Review | | 6A-1.099827(4)(a)(2) |
| II-F: Progress Monitoring | ESSA 1114(b)(3) | |
| III-A: Data Analysis/Reflection | ESSA 1114(b)(6) | 6A-1.099827(4)(a)(4) |
| III-B: Area(s) of Focus | ESSA 1114(b)(7)(A)(i-iii) | |
| III-C: Other SI Priorities | | 6A-1.099827(4)(a)(5-9) |
| VI: Title I Requirements | ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g) | |

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

Purpose and Outline of the SIP

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

I. School Information

School Mission and Vision

Provide the school's mission statement.

Mission: Flagler County Public Schools ensures educational success through high expectations and innovative thinking in a safe learning environment to empower students to reach their full potential as responsible, ethical, and productive citizens in a diverse and changing world.

District Guiding Principles:

Children First

Trust and Respect for All

Empower Others

Teamwork

Excellence, Quality, and Consistency

Commitment to Individual Needs

Get to "YES"

Provide the school's vision statement.

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

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

| Name | Position Title | Job Duties and Responsibilities |
|--------------------|---------------------|---|
| Neuenfeldt, Amy | Principal | Creating and Communicating School Mission and Vision Creating Standard Operating Procedures Establishing Positive Culture and Climate Managing School Budget Supervisor for All Faculty and Staff School Discipline Leading Curriculum and Instruction Testing Administrator |
| Hallock, Robert | Assistant Principal | Overseeing Student Services Safety and Security Facilities |
| Albrecht, Fiorella | Reading Coach | Curriculum ELA and Social Studies Leading PLCs Leading Professional Development Academic Coaching |
| Poland, Lesley | Teacher, ESE | Lead teacher for support facilitators and interventionist. Monitoring ESE caseloads, interventions that are being provided. |
| Anderson, Cody | Assistant Principal | Title I administrator ESE administrator Community and Family engagement coordinator |

Stakeholder Involvement and SIP Development

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

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

During our first School Advisory Council Meeting, our School Improvement Plan will be presented. We will open the floor to feedback and questions. From there we will make necessary changes to the document. During each meeting we will review our goals with the Council. During our Mid-year review we will assess our data and discuss our progress towards our goals. At the final meeting we will review our outcomes and discuss possible goals for the 24-25 school year.

Our Leadership team will take an active role in writing and developing our plan. We will then present it to our lead teachers for feedback.

SIP Monitoring

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

We will have weekly PLC meetings to focus on our ongoing data and instruction as we work to increase proficiency and close educational gaps. We will meet weekly as a leadership team to discuss our progress and areas of need. We will meet with our SAC committee a minimum of 5 times to discuss data and progress towards our goals. During our mid-year review, we will make adjustments as needed based on the data.

We will review on an ongoing basis our ESE scholars, MTSS scholars, and ESOL scholars along with the interventions that are being implemented.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

| | |
|--|---|
| 2023-24 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 |
| 2022-23 Title I School Status | Yes |
| 2022-23 Minority Rate | 44% |
| 2022-23 Economically Disadvantaged (FRL) Rate | 70% |
| Charter School | No |
| RAISE School | No |
| ESSA Identification *updated as of 3/11/2024 | ATSI |
| Eligible for Unified School Improvement Grant (UniSIG) | No |
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL) |
| School Grades History *2022-23 school grades will serve as an informational baseline. | 2021-22: B 2019-20: B 2018-19: B 2017-18: C |
| School Improvement Rating History | |
| DJJ Accountability Rating History | |

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

| Indicator | Grade Level | | | | | | | | | | Total |
|---|-------------|----|----|----|----|----|---|---|---|-----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| Absent 10% or more days | 11 | 17 | 17 | 24 | 26 | 15 | 0 | 0 | 0 | 110 | |
| One or more suspensions | 0 | 9 | 9 | 14 | 14 | 15 | 0 | 0 | 0 | 61 | |
| Course failure in English Language Arts (ELA) | 0 | 8 | 14 | 19 | 21 | 26 | 0 | 0 | 0 | 88 | |
| Course failure in Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 9 | 21 | 28 | 0 | 0 | 0 | 58 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 5 | 18 | 25 | 0 | 0 | 0 | 48 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 6 | 46 | 9 | 21 | 26 | 0 | 0 | 0 | 108 | |
| | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |

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

| Indicator | Grade Level | | | | | | | | | Total |
|--------------------------------------|-------------|---|---|---|---|----|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Students with two or more indicators | 0 | 2 | 3 | 3 | 7 | 22 | 0 | 0 | 0 | 37 |

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

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

| Indicator | Grade Level | | | | | | | | | | Total |
|---|-------------|----|----|----|----|----|---|---|---|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| Absent 10% or more days | 4 | 11 | 23 | 18 | 17 | 18 | 0 | 0 | 0 | 91 | |
| One or more suspensions | 3 | 9 | 7 | 6 | 16 | 18 | 0 | 0 | 0 | 59 | |
| Course failure in ELA | 5 | 6 | 7 | 6 | 3 | 4 | 0 | 0 | 0 | 31 | |
| Course failure in Math | 2 | 1 | 2 | 4 | 1 | 2 | 0 | 0 | 0 | 12 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 4 | 16 | 34 | 0 | 0 | 0 | 54 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 4 | 15 | 0 | 0 | 0 | 19 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |

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

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

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 6 | 1 | 1 | 4 | 0 | 1 | 0 | 0 | 0 | 13 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

| Indicator | Grade Level | | | | | | | | | | Total |
|---|-------------|----|----|----|----|----|---|---|---|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| Absent 10% or more days | 4 | 11 | 23 | 18 | 17 | 18 | 0 | 0 | 0 | 91 | |
| One or more suspensions | 3 | 9 | 7 | 6 | 16 | 18 | 0 | 0 | 0 | 59 | |
| Course failure in ELA | 5 | 6 | 7 | 6 | 3 | 4 | 0 | 0 | 0 | 31 | |
| Course failure in Math | 2 | 1 | 2 | 4 | 1 | 2 | 0 | 0 | 0 | 12 | |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 4 | 16 | 34 | 0 | 0 | 0 | 54 | |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 0 | 4 | 15 | 0 | 0 | 0 | 19 | |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | |

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

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

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|---|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 6 | 1 | 1 | 4 | 0 | 1 | 0 | 0 | 0 | 13 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

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

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

| Accountability Component | 2023 | | | 2022 | | | 2021 | | |
|---------------------------------|--------|----------|-------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State | School | District | State |
| ELA Achievement* | 57 | 56 | 53 | 58 | 61 | 56 | 58 | | |
| ELA Learning Gains | | | | 61 | | | 58 | | |
| ELA Lowest 25th Percentile | | | | 51 | | | 38 | | |
| Math Achievement* | 61 | 61 | 59 | 60 | 49 | 50 | 54 | | |
| Math Learning Gains | | | | 66 | | | 51 | | |
| Math Lowest 25th Percentile | | | | 47 | | | 38 | | |
| Science Achievement* | 63 | 60 | 54 | 51 | 63 | 59 | 55 | | |
| Social Studies Achievement* | | | | | 66 | 64 | | | |
| Middle School Acceleration | | | | | 56 | 52 | | | |
| Graduation Rate | | | | | 53 | 50 | | | |
| College and Career Acceleration | | | | | | 80 | | | |
| ELP Progress | 79 | 69 | 59 | 42 | | | 57 | | |

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

| 2021-22 ESSA Federal Index | |
|--|------|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 63 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 315 |
| Total Components for the Federal Index | 5 |

2021-22 ESSA Federal Index

| | |
|-----------------|-----|
| Percent Tested | 100 |
| Graduation Rate | |

2021-22 ESSA Federal Index

| | |
|--|------|
| ESSA Category (CSI, TSI or ATSI) | ATSI |
| OVERALL Federal Index – All Students | 55 |
| OVERALL Federal Index Below 41% - All Students | No |
| Total Number of Subgroups Missing the Target | 1 |
| Total Points Earned for the Federal Index | 436 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 99 |
| Graduation Rate | |

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
|---------------|---------------------------------|--------------------|---|---|
| SWD | 27 | Yes | 4 | 1 |
| ELL | 57 | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 43 | | | |
| HSP | 61 | | | |
| MUL | 53 | | | |
| PAC | | | | |
| WHT | 68 | | | |
| FRL | 58 | | | |

| 2021-22 ESSA SUBGROUP DATA SUMMARY | | | | |
|------------------------------------|---------------------------------|--------------------|---|---|
| ESSA Subgroup | Federal Percent of Points Index | Subgroup Below 41% | Number of Consecutive years the Subgroup is Below 41% | Number of Consecutive Years the Subgroup is Below 32% |
| SWD | 32 | Yes | 3 | |
| ELL | 50 | | | |
| AMI | | | | |
| ASN | | | | |
| BLK | 50 | | | |
| HSP | 52 | | | |
| MUL | 60 | | | |
| PAC | | | | |
| WHT | 58 | | | |
| FRL | 48 | | | |

Accountability Components by Subgroup

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

| 2022-23 ACCOUNTABILITY 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 2021-22 | C & C Accel 2021-22 | ELP Progress |
| All Students | 57 | | | 61 | | | 63 | | | | | 79 |
| SWD | 21 | | | 28 | | | 40 | | | | 4 | |
| ELL | 37 | | | 60 | | | 53 | | | | 4 | 79 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 49 | | | 45 | | | 35 | | | | 4 | |
| HSP | 59 | | | 59 | | | 65 | | | | 5 | 85 |
| MUL | 45 | | | 55 | | | 42 | | | | 4 | |
| PAC | | | | | | | | | | | | |
| WHT | 59 | | | 66 | | | 72 | | | | 5 | 83 |
| FRL | 51 | | | 55 | | | 55 | | | | 5 | 81 |

| 2021-22 ACCOUNTABILITY 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 | ELP Progress |
| All Students | 58 | 61 | 51 | 60 | 66 | 47 | 51 | | | | | 42 |
| SWD | 24 | 38 | 38 | 35 | 42 | 29 | 21 | | | | | |
| ELL | 49 | 59 | 47 | 55 | 61 | 44 | 42 | | | | | 42 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 45 | 62 | 42 | 48 | 63 | 50 | 39 | | | | | |
| HSP | 54 | 65 | 53 | 52 | 60 | 45 | 41 | | | | | 46 |
| MUL | 55 | 55 | | 61 | 67 | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 62 | 61 | 55 | 64 | 68 | 48 | 59 | | | | | 43 |
| FRL | 52 | 59 | 51 | 54 | 59 | 45 | 37 | | | | | 30 |

| 2020-21 ACCOUNTABILITY 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 | ELP Progress |
| All Students | 58 | 58 | 38 | 54 | 51 | 38 | 55 | | | | | 57 |
| SWD | 30 | 31 | 11 | 24 | 32 | 24 | 29 | | | | | 55 |
| ELL | 48 | 53 | 58 | 55 | 43 | | 47 | | | | | 57 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 41 | 55 | 55 | 40 | 50 | 40 | 38 | | | | | |
| HSP | 53 | 65 | 36 | 51 | 46 | 40 | 57 | | | | | 57 |
| MUL | 44 | 73 | | 50 | 60 | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 66 | 55 | 33 | 59 | 51 | 38 | 59 | | | | | 60 |
| FRL | 51 | 54 | 36 | 48 | 47 | 44 | 50 | | | | | 56 |

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

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

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

| ELA | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 58% | 59% | -1% | 54% | 4% |
| 04 | 2023 - Spring | 64% | 57% | 7% | 58% | 6% |
| 03 | 2023 - Spring | 55% | 57% | -2% | 50% | 5% |

| MATH | | | | | | |
|-------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 03 | 2023 - Spring | 65% | 64% | 1% | 59% | 6% |
| 04 | 2023 - Spring | 65% | 62% | 3% | 61% | 4% |
| 05 | 2023 - Spring | 57% | 58% | -1% | 55% | 2% |

| SCIENCE | | | | | | |
|---------|---------------|--------|----------|----------------------------|-------|-------------------------|
| Grade | Year | School | District | School-District Comparison | State | School-State Comparison |
| 05 | 2023 - Spring | 57% | 57% | 0% | 51% | 6% |

III. Planning for Improvement

Data Analysis/Reflection

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

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

Wadsworth made achievement gains in all grades 3-5 in reading, math, and science.

ELA Grade 3 went from 53% to 55%

ELA Grade 4 went from 60% to 64%

ELA Grade 5 went from 56% to 58%

Math Grade 3 Went from 56% to 65%

Math Grade 4 went from 58% to 65%

Math Grade 5 went from 49% to 57%

Science Grade 5 went from 51% to 57%

Based on this data, our increases in reading were not as significant as our increases in Math. With the new state testing, we did not have growth scores from previous years. Contributing factors include new standards and new state testing. We will continue to focus on our scholars in our bottom quartile and our ESE scholars. This year we will be monitoring for growth as we will have comparative data. We will focus on our reading data in Grades 3 and 5 that made the smallest percentage of growth in achievement.

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

The main categories of state testing did not show a decline from 2022-2023. We will continue to implement the strategies that were started last year to focus on growth, achievement for all, and our subgroup populations.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

We were above the state in all areas.

Third Grade Reading 55% compared to the State 50%

Fourth Grade Reading 64% compared to the State 58%

Fifth Grade Reading 58% compared to the State 54%

Third Grade Math 65% compared to the State 59%

Fourth Grade Math 65% compared to the State 61%

Fifth Grade Math 57% compared to the State 55%

Science 57% compared to the state 51%.

Fifth grade math would be one area of focus as we were only 2% above the state. Also, as a cohort this group of scholars dropped 1% in proficiency. The factors that have led to this include not enough time for instruction, lack of small group instruction, and lack of additional intervention time. We have departmentalized for 5th grade and added 90 minute math block to address the needs of this grade level.

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

Math overall showed the most improvement. We implemented number talks and number fluency along with 90 minute math blocks. We have a math coach that is working to increase math tier 1 instruction along with math small groups. We implemented a new curriculum to address the new standards. We utilize common assessments to monitor for proficiency and growth. We will have weekly PLCs. Each week will focus on a specific content area.

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

One of our major areas of concern are scholars with reading deficiencies. This will be a priority focus as this affects course failures and other EWS categories.

The other major area of concern is attendance. With over 100 scholars missing more than 10% of the year this leads to missed instruction and increased educational gaps.

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

1. Focusing on Reading Achievement and Growth for all of our scholars through Tier 1 instruction, phonics instruction, reading comprehension, 90-minute reading blocks with small group instruction.
2. Focusing on Math Achievement and Growth for all of our scholars through Tier 1 instruction, math talks, math fluency, and 90 minute math blocks.
3. Focusing on proficiency for our ESE scholars to meet the federal requirements of 41% proficiency in a subgroup.
4. Focusing on proficiency and growth of our lowest quartile scholars.
5. Building a climate and culture that encourages scholars to do the right thing both by attending school and not receiving referrals.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on last year's FAST assessment data, each grade level performed above the state averages. There was also an increase in reading proficiency from the previous year. However, in order to continue with district growth patterns, we need to increase the overall reading proficiency in grades 3-5.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

62% proficiency overall on the FAST Assessment in Grades 3-5.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Beginning with Progress Monitoring 1, teachers will collaborate with the academic coaches and leadership team to identify students and teacher needs through monthly Professional Learning Communities (PLCs). Following Progress Monitoring 2, individual student needs will be identified and addressed in collaboration with the MTSS coordinator. Proficiency will be measured using the FAST achievement levels after Progress Monitoring 3.

Person responsible for monitoring outcome:

Fiorella Albrecht (albrechtf@flaglerschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

To address Tier 1 instruction, teachers will implement data-driven small group instruction within their 90-minute reading block in order to provide interventions, extension and enrichment opportunities that will individualize instruction for students performing at all levels of achievement. Students in need of additional practice will receive small group instruction during our school-wide intervention block using research-based programs such as Wilson's phonics program and iReady Comprehension Tools for Instruction. This instruction will include a progress monitoring piece to supervise progress and make changes to student plans as needed. Students needing intensive interventions in reading instruction will have a reading endorsed or ESE teacher using research-based materials to address reading deficits. Additionally, students performing above grade level will receive enrichment opportunities through the school-wide intervention block.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

By differentiating instruction based on FAST data, our educators will ensure that every student receives instruction to address specific needs.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

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

Person Responsible: Fiorella Albrecht (albrechtf@flaglerschools.com)

By When: September 30th

Through monthly PLCs, teachers will collaborate with their grade levels and academic coaches to review summative Benchmark data and identify resources to address student needs.

Person Responsible: Fiorella Albrecht (albrechtf@flaglerschools.com)

By When: Ongoing monthly

After PM2, teachers will analyze assessment data for growth and track towards proficiency. Teachers will collaborate with the MTSS coordinator and academic coach to create a plan of action for individual students showing needs.

Person Responsible: Fiorella Albrecht (albrechtf@flaglerschools.com)

By When: January 30th

PM3 data will be used to identify growth, proficiency and achievement level.

Person Responsible: Fiorella Albrecht (albrechtf@flaglerschools.com)

By When: May 30th

#2. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Last year's FAST assessment data showed that individual grade levels showed proficiency and made growth. Moving forward we would like to continue to meet proficiency and continue student growth.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

65% proficiency overall on the FAST Assessment in Grades 3-5.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Area of focus will be monitored from PM1 to PM3. Teachers will use data from PM1 and PM2 to analyze student growth and student needs.

Person responsible for monitoring outcome:

Fiorella Albrecht (albrechtf@flaglerschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

We will continue to implement the 90-minute math block that was introduced last year. We will dedicate the first 15-20 minutes to building math fluency in all grade levels k-5 using Number Talks. Small groups will be pulled during the math block and during WIN time to service all tiered students in the classroom using Focus and Savvas intervention materials.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Teachers will be trained to deliver math fluency instruction through daily number talks. Professional development and professional learning communities will familiarize teachers with small group instruction resources for differentiated instruction. Amber Demetropoulos will monitor these steps in the classrooms.

Person Responsible: Fiorella Albrecht (albrechtf@flaglerschools.com)

By When: On going

Teachers will utilize number talks daily as part of their 90 minute block.

Person Responsible: Amy Neuenfeldt (neuenfeldta@flaglerschools.com)

By When: Ongoing/ Daily

Teachers will review their data from FAST and STAR to use number talks to target specific skills that scholars need.

Person Responsible: Amy Neuenfeldt (neuenfeldta@flaglerschools.com)

By When: September for AP1 January for AP 2

#3. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

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

19% of our 3rd graders showed proficiency in reading
 19% of our 4th graders showed proficiency in reading
 20% of our 5th graders showed proficiency in reading
 19% of our 3rd graders showed proficiency in math
 38% of our 4th graders showed proficiency in math
 10% of our 5th graders showed proficiency in math
 25% of our 5th graders showed proficiency in Science

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

41% of our ESE scholars will meet proficiency levels in Reading, Math, and Science on FAST State Assessments for grades 3-5.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Monthly ESE PLC's will be focused on data and progress monitoring to identify specific deficiencies for our ESE scholars. Research based strategies will be implemented in order to explicitly provide remediation in these areas of deficiency. Using data, Support Facilitators will create flexible groupings in order to target individual student needs and review progress monitoring to ensure adequate growth is taking place and/or to determine when changes are necessary.

Person responsible for monitoring outcome:

Lesley Poland (polandl@flaglerschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Flagler Schools has partnered with SolutionTree to provide high quality and deliberate learning opportunities for teachers through professional learning communities (PLCs). These PLCs are founded on a "focus on student learning", "building a collaborative culture", and a "focus on results." These are achieved with
 a shared mission and vision as well as shared values and goals
 collaborative teams
 Collective inquiry
 A commitment to continuous improvement
 An action and results-oriented mindset.

Sources:

<https://ies.ed.gov/ncee/wwc/PracticeGuide/12>

<https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/blogs/RELMW-ESSA-Tiers-Video-Handout-508.pdf>

<https://www.cde.state.co.us/uip/strategyguide-plcv2>

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

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

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

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

Schedule Monthly PLCs for ESE Support Facilitation

Person Responsible: Lesley Poland (polandl@flaglerschools.com)

By When: September 1st

Collect student data for ESE scholars from beginning of the year state assessments and diagnostics to create a progress monitoring plan.

Person Responsible: Lesley Poland (polandl@flaglerschools.com)

By When: September 1st

Collaborate as a team to plan and implement flexible groupings and interventions based on student's need/deficiency areas.

Person Responsible: Lesley Poland (polandl@flaglerschools.com)

By When: Monthly

Progress Monitor using data to determine if scholars are showing success or to determine if changes need to be implemented.

Person Responsible: Lesley Poland (polandl@flaglerschools.com)

By When: Monthly

#4. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

16% of our current scholars missed 10% or more of school last year. 9% of our current scholars had one or more suspensions last year. When scholars are missing school, they are missing vital instruction and this creates additional learning gaps. When students are not behaving properly, not only do they miss instruction when they are suspended but their behaviors can impede their learning. Both of these create additional learning gaps.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

To reduce the number of scholars that miss more than 10% of the school year to 13%. To reduce the number of scholars that have more than 1 suspension to 7%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will monitor our attendance and discipline data weekly and meet as a team monthly.

Person responsible for monitoring outcome:

Robert Hallock (hallockr@flaglerschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Capturing Kids' Hearts (CKH) is a set of processes intended to create healthy relationships between adults and youth and to support high-achieving learning environments. It is designed to strengthen students' connection to school by 1) increasing protective factors including positive character development, strong bonds with teachers, and consistently enforced behavioral agreements and 2) decreasing risk factors such as inappropriate behavior and poor social coping skills. Schoolwide implementation of CKH consists of several strategies, collectively referred to as the EXCEL Model strategies, used by K-12 classroom teachers that includes:

greeting students at the door with a handshake

asking students to share good things in their lives

having students create a social contract for expected classroom behavior

posing four questions to redirect behavior

using and encouraging students to use non-verbal hand signals to redirect behavior

ending the class on a powerful note or launch

Sources:

<https://files.eric.ed.gov/fulltext/ED606969.pdf?scrlybrkr=12e41ab8>

<https://ies.ed.gov/ncee/edlabs/regions/midwest/pdf/blogs/RELMW-ESSA-Tiers-Video-Handout-508.pdf>

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Student resilience and engagement programs, such as CKH, have been shown to have a positive impact on student outcome measures and student/student as well as student/teacher relationship development.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Train our teachers with the Capturing Kids Hearts model of social contracts.

Person Responsible: Amy Neuenfeldt (neuenfeldta@flaglerschools.com)

By When: August

Provide weekly information and lessons for teachers in our weekly newsletter.

Person Responsible: Amy Neuenfeldt (neuenfeldta@flaglerschools.com)

By When: Weekly

Monitor Attendance Data and Discipline Data to identify and address needs of our scholars in order to be proactive.

Person Responsible: Robert Hallock (hallockr@flaglerschools.com)

By When: Weekly/Monthly

Create different parents events throughout the year to encourage attendance and good behavior through parental support.

Person Responsible: Cody Anderson (andersonc@flaglerschools.com)

By When: Throughout the year.

Create different parents events throughout the year to encourage attendance and good behavior through parental support.

Person Responsible: Cody Anderson (andersonc@flaglerschools.com)

By When: Throughout the year.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

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

At the school level are based on our needs assessment. We then focus on the people that we need to support interventions and improving tier 1 instruction.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

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

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

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

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

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Parents have input into the PFEP via SAC, PFEP event feedback and the Title I parent survey. In the PFEP, we have planned 4 resource nights that will connect families with academic, ESOL, ESE, and family resources to help support the success of the students. Each PFEP event has a survey that parents complete at the end to provide feedback on the event so we can better support our parents throughout the year.

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

School based strategies including building math fluency, math foundational skills, writing, classroom management strategies and data analysis utilizing Title I funded staff and resources. We will be able to address academic and behavior support through Title I and collaboration with MTSS (ESSER) and ESOL Resource Teacher (ESSER). We will be able to provide additional intervention supports based on our additional 5 intervention teachers allowing us to focus on our subgroups in order to improve proficiency.

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

N/A

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

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

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

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

At Wadsworth, we offer Steam on our special area rotation for all students/grade levels. All students experience coding, robotics, engineering, and hands on learning in a collaborative setting. These activities are giving all of our students an opportunity to experience real world skills that will lead to interest in future career and technical education.

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

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

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Our Instructional coaches included all classroom support staff/instructors to our professional learning covering standards, strategies, data and classroom management. Also, included in our Title 1 budget, we planned for monthly data chats to assess, strategize and implement instructional strategies in the classroom. Our strategy is to support our staff with authentic professional development, growing them as leaders in the school while making them feel valued and supported.

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

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

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

| | | | | | | |
|----------|---------------|---|--|-----------------|-----|---------------------|
| 1 | III.B. | Area of Focus: Instructional Practice: ELA | | | | \$188,866.90 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
| | 5100 | 0120 | 0131 - Lewis E. Wadsworth Elementary | Title, I Part A | 3.0 | \$188,866.90 |
| | | | <i>Notes: Our current interventionists work closely with a targeted population of students. These students have been identified through the MTSS process based on academic needs. We have seen an increase in Reading proficiency from (i-Ready) AP1 36% to AP2 56%. Math proficiency also grew from (i-Ready) AP1 21% to 45% in AP2. We need to continue building foundational math skills as well as fact fluency in order to raise the percentage of students performing on grade level. We need to continue raising the percentage of students reading on grade level through a strong focus in phonics development in grades K-2 and further development of grade level specific vocabulary/ comprehension skills in grades 3-5. Total Salary & Benefits for this activity \$377,733.80. We need to continue closing learning gaps in order to raise on grade level proficiency in both reading and math. Our goal for reading will be to reach 58% proficiency as measured by reading proficiency on AP2. Our goal for math will be to reach 47% proficiency as measured by math proficiency on AP2.</i> | | | |
| 2 | III.B. | Area of Focus: Instructional Practice: Math | | | | \$188,866.90 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
| | 5100 | 0120 | 0131 - Lewis E. Wadsworth Elementary | Title, I Part A | 3.0 | \$188,866.90 |
| | | | <i>Notes: Our current interventionists work closely with a targeted population of students. These students have been identified through the MTSS process based on academic needs. We have seen an increase in Reading proficiency from (i-Ready) AP1 36% to AP2 56%. Math proficiency also grew from (i-Ready) AP1 21% to 45% in AP2. We need to continue building foundational math skills as well as fact fluency in order to raise the percentage of students performing on grade level. We need to continue raising the percentage of students reading on grade level through a strong focus in phonics development in grades K-2 and further development of grade level specific vocabulary/ comprehension skills in grades 3-5. Total Salary & Benefits for this activity \$377,733.80. We need to continue closing learning gaps in order to raise on grade level proficiency in both reading and math. Our goal for reading will be to reach 58% proficiency as measured by reading proficiency on AP2. Our goal for math will be to reach 47% proficiency as measured by math proficiency on AP2.</i> | | | |
| 3 | III.B. | Area of Focus: ESSA Subgroup: Students with Disabilities | | | | \$14,920.29 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
| | | | 0131 - Lewis E. Wadsworth Elementary | Title, I Part A | | \$1,205.68 |
| | | | <i>Notes: Family community data night will be held after out 1st round of standardized FAST and i-Ready testing. We will have academic coaches and teachers available to answer specific questions regarding these assessment measurements we will have multiple teachers available to run individualized 1:1 meetings and we will also provide academic support and resources needed. (16 teachers x 2 hours) Total Salary & Benefits total for this activity \$1,205.68 Our goal will be to increase the number of participants by 5% and we will be able to compare the numbers based on sign in sheets from last years attendance.</i> | | | |
| | | | 0131 - Lewis E. Wadsworth Elementary | | | \$3,767.75 |
| | | | <i>Notes: New teachers will meet with our academic coaches monthly to discuss classroom management, planning for instruction, teaching content, technology, and data results.(10 teachers x 1 hour x 10 months) Total salary & benefits for this activity \$3,767.75</i> | | | |
| | | | 0131 - Lewis E. Wadsworth Elementary | Title, I Part A | | \$9,946.86 |

| | | | | | | |
|--------|----------|---|--------------------------------------|-----------------|-----|--------------|
| | | Notes: We will have monthly meetings with teachers to cover all content areas to look at current data scores and create plans of action to raise achievement levels for all grades. (11 teachers x 3 hrs x 8 months) Total salary & benefits for this activity \$9,946.86 | | | | |
| 4 | III.B. | Area of Focus: Positive Culture and Environment: Early Warning System | | | | \$3,531.36 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
| | 6150 | 0120 | 0131 - Lewis E. Wadsworth Elementary | Title, I Part A | | \$1,120.00 |
| | | Notes: Back to school family engagement night will be our 1st engagement night in order to provide parents with resources for ESOL, FIT, and academic services. We will have teachers and academic coaches available at this event in order to host 1 on 1 meetings for information and explain different programs and resources available to assist families and students. (14 teachers x 2 hours) Total Salary & Benefits for this activity \$1,054.97 Our goal will be to increase the number of participants by 5% and we will be able to compare the numbers based on sign in sheets from last years attendance. | | | | |
| | | | 0131 - Lewis E. Wadsworth Elementary | Title, I Part A | | \$1,205.68 |
| | | Notes: Wadsworth Elementary prides itself on the amount of family and community outreach programs presented to our community. Our annual Read Across America Night is a well-attended event that allows families to spend time together immersed in literacy-based activities and games. Free books are available for families as well as educational resources to help support learning at home. The Flagler County Public Library works in conjunction with WES to plan the literacy night. (16 teachers x 2 hours) Total Salary & Benefits total for this activity \$1,205.68 Our goal will be to increase the number of participants by 5% and we will be able to compare the numbers based on sign in sheets from last years attendance. | | | | |
| | | | 0131 - Lewis E. Wadsworth Elementary | | | \$1,205.68 |
| | | Notes: Math and Science night will be a family engagement night to support science and math with hands on resources and experiences. We will have teachers with various hands on make and take activities. We will provide resources for families to help support learning at home. (16 teachers x 2 hours) Total Salary & Benefits total for this activity \$1,205.68 | | | | |
| Total: | | | | | | \$396,185.45 |

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes