Wilson Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Wilson Elementary School

702 W ENGLISH ST, Plant City, FL 33563

[no web address on file]

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.

To guide each student to his or her greatest potential.

Provide the school's vision statement.

Preparing Students For Life

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
Forcucci, Kayla	Principal	
Burnside, Kristin	Instructional Coach	
Jordan, Christine	Instructional Coach	
Monette, Lisa	Assistant Principal	

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.

Stakeholders are invited to reflection conversations at the end of last school year to determine effectiveness of the steps we took. During the summer the SIP Leadership team meets and works to revise the SIP plan. Surveys and round table discussions help guide the strategies selected for the current school year.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State'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))

Every 6 weeks we complete inquiry cycles at Wilson to implement, give feedback, and help support implementation of SIP strategies. When a new inquiry cycle begins the team also reviews SIP and makes adjustments as needed.

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	73%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
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) Hispanic Students (HSP) 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: C 2018-19: C 2017-18: B
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	6	7	6	4	7	0	0	0	41
One or more suspensions	0	2	0	1	1	0	0	0	0	4
Course failure in English Language Arts (ELA)	0	0	0	24	11	0	0	0	0	35
Course failure in Math	0	0	0	19	11	0	0	0	0	30
Level 1 on statewide ELA assessment	0	0	0	3	21	11	0	0	0	35
Level 1 on statewide Math assessment	0	0	0	3	16	11	0	0	0	30
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	3	21	11	0	0	0	35

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	0	0	1	9	2	0	0	0	12

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	3	3	3	3	0	0	0	0	0	12
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	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	

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	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	

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	0	0	0	0	0	0	
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*	38	50	53	46	53	56	37		
ELA Learning Gains				58			37		
ELA Lowest 25th Percentile				37			38		
Math Achievement*	47	56	59	52	50	50	39		
Math Learning Gains				75			36		
Math Lowest 25th Percentile				68			14		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	45	50	54	54	59	59	41		
Social Studies Achievement*					69	64			
Middle School Acceleration					56	52			
Graduation Rate					48	50			
College and Career Acceleration						80			
ELP Progress	48	59	59	65			50		

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	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	216
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	455
Total Components for the Federal Index	8
Percent Tested	100
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	11	Yes	3	1
ELL	34	Yes	1	
AMI				
ASN				
BLK				
HSP	39	Yes	1	
MUL				
PAC				
WHT	53			
FRL	38	Yes	1	

	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	40	Yes	2	
ELL	49			
AMI				
ASN				
BLK				
HSP	56			
MUL				
PAC				
WHT	57			
FRL	54			

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	38			47			45					48
SWD	12			21							3	
ELL	27			43			28				5	48
AMI												
ASN												
BLK												
HSP	33			43			35				5	48
MUL												
PAC												
WHT	46			58			60				4	
FRL	32			43			40				5	45

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	46	58	37	52	75	68	54					65
SWD	22	44		25	69							
ELL	38	45	27	44	70	73	27					65
AMI												
ASN												
BLK												
HSP	46	56	27	52	75	71	52					65
MUL												
PAC												
WHT	42	57		50	75		62					
FRL	43	55	33	49	72	67	46					65

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	37	37	38	39	36	14	41					50
SWD	12			16								
ELL	36	42		38	40		35					50

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
AMI												
ASN												
BLK												
HSP	38	38	31	39	29	20	33					50
MUL												
PAC												
WHT	37	42		39	54		62					
FRL	38	40	40	41	35	8	39					49

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	38%	53%	-15%	54%	-16%
04	2023 - Spring	35%	54%	-19%	58%	-23%
03	2023 - Spring	39%	46%	-7%	50%	-11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	49%	55%	-6%	59%	-10%
04	2023 - Spring	48%	59%	-11%	61%	-13%
05	2023 - Spring	42%	53%	-11%	55%	-13%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	41%	47%	-6%	51%	-10%

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.

ELA proficiency showed the lowest performance. The education impact of the COVID years has been compounded by the attendance rate for students in the last two years. The change of standards the state progress monitoring tool impacted student proficiency as well. Although the proficiency was not equal or better that years past we did see growth for student across the progress monitoring windows from beginning of the year until the end.

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

ELA proficiency was both the lowest performance and greatest decline. The education impact of the COVID years has been compounded by the attendance rate for students in the last two years. The change of standards the state progress monitoring tool impacted student proficiency as well. Although the proficiency was not equal or better that years past we did see growth for student across the progress monitoring windows from beginning of the year until the end.

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.

The greatest gap when compared to the state average exists in ELA proficiency. In 2023, Wilson students scored 37% proficient on the state progress monitoring assessment as compared to the state average of 51% ELA proficiency. Historically our students have performed under the state average, Lack of early literacy inhibits the work of the primary teachers which in turn impacts intermediate teachers when students are not able to "catch up" by the time they reach 3rd grade. Teachers in intermediate grades are spending time with comprehension and "learning to read" skills instead of grade level benchmarks.

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

Math proficiency did not show as an improvement but stayed the closest to the proficiency for Math in the past. Each year we have continued to take advantage of the job embedded opportunities from our district, provide bite-sized feedback to teachers, and monitor student progress.

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

Areas of concern:
1. Students in primary grades are not receiving instruction that provides a strong enough foundation for the literacy work required of them during the intermediate grades.
2. ELA teachers in 5th and 4th grade are new to the grade level or new to teaching.

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

1. ELA Proficiency
2. ELA Growth

3. Math Growth
4. Science proficiency

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Other

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.

Spring 2023 Panorama survey results indicate 67% of our students responded favorably to questions about a sense of belonging. This is down from the Spring 2022 and Fall 2023 administrations of Panorama. ESE students are included in the survey group.

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

By the Spring 2024 Panorama survey administration, favorable responses for the sense of belonging will increase to at least 71%.

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

The Fall 2023 survey will be aggregated by teachers and student services team to determine action steps. Guidance and House meetings will provide two opportunities for pulse checks on the sense of belonging to further guide decisions between survey administrations.

Person responsible for monitoring outcome:

[no one identified]

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.)

Wilson's Wildcats of Honor program is based in Citizenship and Partiotisim. Our character development plan is established through a house system based on four charater traits: COurage, Integrity, Commitment, and Giving. We have the "Essential 15" actions which support our 3R's. Teachers use these essentials throughout the classroom and school so expectations are clear and consistent throughout the campus. Students are rewarded for displaying the Essentials/3Rs and encouraged to build up each other when they see peers following them. These schoolwide essentials are visible to all students , parents, and visitors.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

The House System has supported opportunites for students to identify witha house family. In the past this has connected students of different grade levels and given them a sense of belonging. All staff are involved in modeling, promoting, and reinforcing the Essentials. They award daily points for students seen demonstrating behaviors. Monthly recognition for the lead house is done during lunchtime. Business partners contribute to the treats given for monthly awrds and contribute to suggestions during SAC.

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.

House Pep Rally and induction of new House members

Person Responsible: Kayla Forcucci (kayla.forcucci@hcps.net)

By When: September

Monthly House meetings to include sense of belonging lessons, service projects, and team work opportunities.

Person Responsible: Kayla Forcucci (kayla.forcucci@hcps.net)

By When: Monthly: September-May

Pulse Checks

Person Responsible: Kayla Forcucci (kayla.forcucci@hcps.net)

By When: December and February

#2. 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.

For multiple years our SWD group has not met the 41% threshold.

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

By May 2024, 50% of our SWD will meet 50% proficient as noted on current state progress monitoring assessments.

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

Quarterly progress monitoring with general education teachers. Cycles of progress monitoring with ESE teachers.

Person responsible for monitoring outcome:

Kayla Forcucci (kayla.forcucci@hcps.net)

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.)

UFLI and BrainSpring curriculums are used with students.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Both curriculums are evidence based and approved by our district. By strengthening the literacy foundation of students they will become more proficient readers.

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.

Implement UFLI and Brain Spring curriculums with students served ESE.

Person Responsible: Lisa Monette (lisa.monette@hcps.net)

By When: September 2023

Ensure ESE schedule allows teachers to serve students to meet ESE needs while also ensuring core instructional time.

Person Responsible: Lisa Monette (lisa.monette@hcps.net)

By When: September 2024 and throughout the school year.

Meet quarterly (or as often as possible) with ESE and Gen Ed teachers to review student data and monitor progress.

Person Responsible: Kayla Forcucci (kayla.forcucci@hcps.net)

By When: Each month

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).

Reading proficiency and SWD academic improvement are two areas we must focus our funding. This year Title I funds are allocated for a Reading/Literacy Coach and Title I Aide. The Title I Aide's schedule places her in primary classrooms during core phonics instruction time to help teachers set a strong foundation for the UFLI structure this year. Three weeks into the year her schedule will change and then she will meet with small groups of "bubble" students in primary grades using UFLI or Flamingo structures to further support student reading growth, The Literacy Coach is serving as an UFLI implementation support for primary teachers, training the Title I Aide, and planning with intermediate teachers to ensure benchmarks are taught and lessons/strategies/assessments clearly align with the grade appropriate benchmarks. The Literacy Coach will lead small group instruction when needed and conduct coaching cycles for teachers new to the grade level/new to the content/those requested.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

The percentage of students scoring on grade level on the end of year view of STAR in May was:
Kindergarten: 67%
First Grade: 49%
Second Grade: 55%

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

The percentage of students scoring proficiency (3 and above) on the 2023 statewide ELA assessments was 38%. This was a decrease from the year prior (FSA).
Third Grade: 39%

Fourth Grade: 36%
Fifth Grade: 38%

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 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 Measurable Outcomes

By Spring of 2024, 50% of our students Grade K-2 will perform at grade level according to START Literacy Assessment.

Grades 3-5 Measurable Outcomes

By Spring of 2024, 50% of our students in grades 3-5 will score proficiently on the statewide FAST Assessment.

Monitoring

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 impact student achievement outcomes.

Observation of instructional feedback to instructional staff; regular walk throughs will take place and teachers will receive feedback on instructional practices related to moving students to proficiency. Monitoring FAST progress (3-5); "Count" rosters will be organized so teachers are aware of students who will "count" toward the proficiency 9October 14th). FAST assessments and other ELA assessments will be logged and reviewed in quarterly data chats. DIBLES progress monitoring for K-2. Primary reading tutoring will be offered for students needing extra instruction outside of classroom time. Student progress will be monitored through data chats and quarterly meetings. UFLI implementation in K-2 will support progress toward adequate benchmarks. Implementing UFLI for below level intermediate students in small groups.

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Forcucci, Kayla, kayla.forcucci@hcps.net

Evidence-based Practices/Programs

Description:
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?

*Team planning; grade level teams will plan with ELA or Admin to looks specifically at the benchmark and determine the strategy that will best support the student learning
*Explicit modeling; when teachers explicitly model the strategy and produce an exemplar, students know what is expected and will be able to meet expectations.
*Implementing purposeful questions, tasks, and assessments align to standards; when these components align with the rigor of the benchmark then students are given the opportunity to perform grade level work and student achievement will more likely reflect proficiency.

Rationale:
Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

In 2023, the data showed students struggled to be proficient with grade level standards. The improvement strategy of team planning, explicit modeling, and implementing purposeful questions, task, and assessments align to benchmarks will yield evidence of student learning.

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
Literacy Coaching: Meet with school coach to conduct a planning for planning session using the backward design, model. During the session, the site coach will plan a lesson with the end in mind while creating questions to support teachers and having a clear understanding of the questions, tasks, and assessments.	Burnside, Kristin, kristin.burnside@hcps.net
Collaboration: Collaborate with teachers during weekly planning session to focus on the following components of the backward planning model. Creating benchmark-based tasks to provide opportunities for students to demonstrate learning and craft purposeful questions to encourage student discourse around the content while applying the strategy to meet the demands of the benchmark.	Burnside, Kristin, kristin.burnside@hcps.net
Identify Teachers to engage in job embedded coteaching professional development utilizing the lesson study model.	Forcucci, Kayla, kayla.forcucci@hcps.net
Embed professional development around modeling of reading strategies to support reading behaviors during collaborative planning sessions each week.	Burnside, Kristin, kristin.burnside@hcps.net

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.

Our SIP to staff is provided in hard copy . Our SIP to SAC is also provided hard copy. Once Staff and SAC have reviewed SIP and given input a Parent link email to parents is sent and a copy of the areas of focus are provided. A link to it is also provided on the school website.
As we go through the school year the staff and SAC review the data and progression quarterly and suggestions for SIP edits can be proposed. Parents and staff are notified of any changes through staff meetings, staff emails, SAC meetings, and quarterly Parent link email.

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))

This year we plan to sustain positive culture with parents through Conference nights: 4 times a year, advertised
SAC meetings, and (FACE)Family Involvement nights: Bash 8/8, STEM night 10/5, Toast New Year 1/

11, LEAP into Reading 2/29. We have increased the number of FACE family nights and hope that will build even stronger connections with families. Data from our parent survey in May 2023 indicates Wilson was above the national average in all areas of the Parent Survey. Notable increases were seen in the areas of: Trusting Relationships with Teachers, Academic Opportunity, Value of Feedback, and Welcoming School Environment.

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))

To strengthen the academic program in the school we will minimize disruptions by holding the AM show before school, few to no announcements during the day, and plan drills during less disruptive times. In addition, we will ensure effective master schedule planning and protect instructional time. We will also create parent awareness of how tardies, attendance, and early sign-outs impact instruction.
This year primary classrooms are implementing UFLI to strengthen literacy foundations. We are supporting the implementation through personnel, feedback to teachers, and monitoring progress,

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))

Students have access to school counseling by requesting time with the school counselor. Teachers can also request counselor support for students. During various times of the year, lunch bunch skill sessions are offered to students and at times small groups services are provided. At this time our Psych and Social Worker positions are vacant. If needed, we reach out to our district contact people to get support.

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))

NA

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).

Character houses meet monthly to strengthen sense of belonging and support being successful. Students have the daily opportunity to earn "house points" which allow them access to a behavior incentive celebration at the end of the quarter.
Daily/Weekly in classroom:
Teachers teach character lessons and reinforce the 3 R's and the essential 15.

Students and staff wear "House lanyards and represent their "House."
Students earn points and track progress.
Monthly as a House:
House Celebrations include chants, songs, cheers. Character is reinforced through fun team building/ lessons.
30 Minutes
Quarterly as a House:
Special celebration during the house Celebration to the house that earned the most points for the quarter, 30 minutes.
How students earn points:
Exceptional behavior at specials
Exceptional behavior at lunch
Demonstrating "The Essential 15" and 3R's as deemed by teacher or administration.
Showing Citizenship
Teachers are to have a display in their classrooms which keeps track of "house points" earned such as a tally chart, poster, or other visual display to ensure students can monitor the progress of their house for their classroom. A school-wide house point tracking board will be located in the main hall of the 300 building. Students and staff will be able to see the school-wide house progress. At the end of each quarter, the house with the greatest number of points earns a house celebration. Points are cumulative for the ear. Once a point is earned it cannot be taken away.
Classroom teachers use a system of their choice to monitor, record, and communicate student behavior daily. The system must be clearly communicated to students, parents, and administration and consistently used in the classroom. The house points are school-wide and should compliment the chosen classroom behavior monitoring system.

Classroom Behavior Systems should allow students to be recognized for exceptional behavior and decision making, demonstrating responsibility, respect, and role-model behavior. In cases where students have not demonstrated desired behavior the classroom management system should serve as a reminder to the student. However, the student should be afforded the opportunity to regain good favor for the day's behavior if better choices are made.

Daily communication with parents about student behavior through the planner, or other approved electronic program. In cases where the behavior has had ups and downs the communication both the difficulty and the turn around. The reasoning behind this is to send a clear picture to parents in regards to the student's behavior throughout the day. If students are sent home with consistent positive marks even though poor choices have been made, parents do not receive a clear indication of student behavior. Behavior is also indicated as an "N" on the report card which should be consistent with documented classroom behavior.

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))

Instructional Cycles (Cycles of Inquiry) where teachers have determined, along with admin, an area to focus for a few weeks. Admin walk classrooms to give feedback on where it appears the classroom is in relation to the cycle focus. A few bite-sized next steps are left with the teacher. Leadership teams works to provide job embedded PD based on observations. About every three weeks admin walks and gives feedback. Once adequate movement toward meeting the cycle goal is observed another cycle is developed. All of the cycles build upon each other with the goal of increased student achievement.

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))

During K Round-Up in the Spring parents are invited to see "a day in the life of a Kindergarten student" and students meet with the K teachers for a few activities.