

Marion County Public Schools

# Wyomina Park Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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## Wyomina Park Elementary School

511 NE 12TH AVE, Ocala, FL 34470

[ 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 learn and lead by empowering all stakeholders to access the skills required to fully develop as successful citizens.

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

Learn and lead to succeed.

### 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
Hunt, Victoria	Principal	The principal is the instructional leader of the school. They work with stakeholders to develop a shared vision and mission for the school. They guide and work with the leadership team to analyze student data to monitor student progress in driving instruction and provide curriculum resources aligned to the Florida standards; develop a program that promotes professional development based on evaluations and feedback to retain an effective/highly effective staff, and build relationships with parents and the community.
Eatmon, Susan	Assistant Principal	The assistant principal supports the principal primarily through their expertise in curriculum and analyzing student data to drive decision-making for instruction. The assistant principal also supports the teachers by using evaluations and observations to determine staff needs in professional development and instructional support through mentoring, modeling, and coaching.
Greenbaum, Howard	Assistant Principal	The assistant principal supports the principal primarily through their expertise in curriculum and analyzing student data to drive decision-making for instruction. The assistant principal also supports the teachers by using evaluations and observations to determine staff needs in professional development and instructional support through mentoring, modeling, and coaching.
Slagle, Mary	Reading Coach	The content area specialist for reading provides expertise and assistance throughout the school by coaching, modeling, and/or mentoring identified staff; uses leading/lagging student data and/or staff surveys to provide professional development opportunities; and/or supports students by modeling instructional strategies.
Von Ohlen, Nancy	Math Coach	The content area specialist for mathematics provides expertise and assistance throughout the school by coaching, modeling, and/or mentoring identified staff; uses leading/lagging student data and/or staff surveys to provide professional development opportunities; and/or supports students by modeling instructional strategies.
Gordon, Marcey	School Counselor	The school counselor works with the principal primarily to develop guidelines for proper student conduct and resiliency education to ensure a safe and orderly environment conducive to learning. He/She maintains visibility and accessibility on the school campus and at school-related activities and events during the work day. He/She also works together with the student service manager and classroom teachers to support students with problem-solving, provide counseling services, and resiliency skills.
Bethea, Gloria	Other	The family engagement liaison is the "bridge" that builds the relationships for stakeholders (teachers, parents, students, and the community) that supports

Name	Position Title	Job Duties and Responsibilities
		educational programs, services and various student issues; works with the leadership team and administration in coordinating and arranging various programs and services to meet the needs of students for our Parent and Family Engagement Plan.
Bryan, Jessica	Dean	The student service manager primarily works with the principal to develop guidelines for proper student conduct, disciplinary policies, and procedures that ensure a safe and orderly environment conducive to learning. He/She maintains visibility and accessibility on the school campus and at school-related activities and events during the work day. He/She also works together with the school counselor to support students with problem-solving and coping effectively to become productive citizens within our community.

### 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.

We continuously consult with our teachers, students, families, and School Advisory Council (SAC) throughout the year. We understand that our stakeholders are key in school performance and addressing equity.

To increase stakeholder involvement and promote a welcoming environment, we will offer different options (online and paper-based) of communication for our families, such as scheduled meetings, phone calls, emails, ClassDojo posts/messaging, Twitter posts, newsletters, flyers, the school's website, teacher Cnavas homepages, and our school marquee.

Family and community feedback are requested/collected during quarterly SAC meetings, the Annual Parent Survey, Parent and Family Engagement Plan event surveys, and school-wide Improvement Plan surveys.

The school-based leadership team meets bi-weekly to discuss school matters and track our progress in the SIP outcomes.

All input gathered is from the stakeholder is used in the decision-making and development process of our yearly School Improvement Plans.

### 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))



The leadership will review the progress of the SIP monthly to ensure effective implementation, and impact on achievement data. During these monthly meetings, the leadership will revise the plan when need ensure the continuous progress of the school.

### Demographic Data

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

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	70%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	TSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (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)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: C
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

### 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	13	48	52	55	29	25	0	0	0	222	
One or more suspensions	11	19	15	13	22	0	0	0	0	80	
Course failure in English Language Arts (ELA)	9	11	23	24	2	5	0	0	0	74	
Course failure in Math	6	10	22	21	1	5	0	0	0	65	
Level 1 on statewide ELA assessment	0	0	0	60	24	26	0	0	0	110	
Level 1 on statewide Math assessment	0	0	0	54	26	38	0	0	0	118	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	17	38	50	0	0	0	0	0	0	105	

**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	0	0	0	0	0	0	

**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	1	0	7	24	0	0	0	0	0	32
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	57	49	37	50	22	41	0	0	0	256	
One or more suspensions	14	30	19	37	28	36	0	0	0	164	
Course failure in ELA	26	53	40	50	15	24	0	0	0	208	
Course failure in Math	27	43	31	42	17	28	0	0	0	188	
Level 1 on statewide ELA assessment	0	0	0	47	25	31	0	0	0	103	
Level 1 on statewide Math assessment	0	0	0	49	33	34	0	0	0	116	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	14	10	29	0	0	0	0	0	57	

**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	33	56	36	54	26	38	0	0	0	243

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	1	0	1	0	0	0	0	0	4
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	57	49	37	50	22	41	0	0	0	256	
One or more suspensions	14	30	19	37	28	36	0	0	0	164	
Course failure in ELA	26	53	40	50	15	24	0	0	0	208	
Course failure in Math	27	43	31	42	17	28	0	0	0	188	
Level 1 on statewide ELA assessment	0	0	0	47	25	31	0	0	0	103	
Level 1 on statewide Math assessment	0	0	0	49	33	34	0	0	0	116	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	14	10	29	0	0	0	0	0	57	

**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	33	56	36	54	26	38	0	0	0	243

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	1	0	1	0	0	0	0	0	4
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*	27			37	47	56	27		
ELA Learning Gains				58	56	61	55		
ELA Lowest 25th Percentile				65	51	52	73		
Math Achievement*	32			35	54	60	29		
Math Learning Gains				54	62	64	48		
Math Lowest 25th Percentile				63	52	55	40		
Science Achievement*	18			23	42	51	35		
Social Studies Achievement*					0	50			
Middle School Acceleration									
Graduation Rate									
College and Career Acceleration									
ELP Progress	63			69			41		

\* 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)	TSI
OVERALL Federal Index – All Students	31
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	155
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	51

**2021-22 ESSA Federal Index**

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	404
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

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

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	8	Yes	4	4
ELL	39	Yes	1	
AMI				
ASN				
BLK	14	Yes	1	1
HSP	37	Yes	1	
MUL				
PAC				
WHT	31	Yes	1	1
FRL	29	Yes	1	1

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
SWD	31	Yes	3	3
ELL	61			
AMI				
ASN				
BLK	45			
HSP	49			

**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA Subgroup</b>	<b>Federal Percent of Points Index</b>	<b>Subgroup Below 41%</b>	<b>Number of Consecutive years the Subgroup is Below 41%</b>	<b>Number of Consecutive Years the Subgroup is Below 32%</b>
MUL	26	Yes	3	1
PAC				
WHT	46			
FRL	47			

**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**

<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2021-22</b>	<b>C &amp; C Accel 2021-22</b>	<b>ELP Progress</b>
All Students	27			32			18					63
SWD	8			13			7				4	
ELL	20			33							3	63
AMI												
ASN												
BLK	17			18			9				4	
HSP	33			39			36				5	63
MUL												
PAC												
WHT	39			49			16				4	
FRL	26			29			15				5	62

**2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS**

<b>Subgroups</b>	<b>ELA Ach.</b>	<b>ELA LG</b>	<b>ELA LG L25%</b>	<b>Math Ach.</b>	<b>Math LG</b>	<b>Math LG L25%</b>	<b>Sci Ach.</b>	<b>SS Ach.</b>	<b>MS Accel.</b>	<b>Grad Rate 2020-21</b>	<b>C &amp; C Accel 2020-21</b>	<b>ELP Progress</b>
All Students	37	58	65	35	54	63	23					69
SWD	9	46	52	10	38	55	10					
ELL	25			58	90							69
AMI												
ASN												

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
BLK	32	59	68	25	48	64	18					
HSP	36	56		39	68		23					70
MUL	33			18								
PAC												
WHT	46	57		49	53		26					
FRL	35	60	66	32	52	61	23					

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	27	55	73	29	48	40	35					41
SWD	14	63		13	18		27					
ELL	16			30								41
AMI												
ASN												
BLK	17	50	70	20	36		10					
HSP	20	40		24	50							38
MUL	33			27								
PAC												
WHT	40	63		44	58		55					
FRL	23	52	73	24	45	40	21					31

### 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	39%	49%	-10%	54%	-15%
04	2023 - Spring	45%	48%	-3%	58%	-13%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	14%	39%	-25%	50%	-36%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	23%	48%	-25%	59%	-36%
04	2023 - Spring	44%	53%	-9%	61%	-17%
05	2023 - Spring	32%	50%	-18%	55%	-23%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	17%	43%	-26%	51%	-34%

### 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.**

Third-grade ELA data showed the lowest performance, with only 14% of students reaching proficiency levels on the FAST PM3. This group of students entered the year with significant phonics, decoding, fluency, and vocabulary deficits. Contributing factors were teacher attendance, student attendance, and poor phonics and phonemic awareness instruction implementation.

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

Third-grade ELA proficiency data last school year was 36% on the FSA. This year, third-grade ELA proficiency was 14% on the FAST PM3. This year's student cohort had not mastered the foundational skill from kindergarten through second grade, which resulted in 87% of the students scoring a level 1 on FAST PM3 and was the leading factor in the decline in the data.

**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 state proficiency average on FAST PM 3 was 50%. When compared to the state average, our greatest gap was in third grade. Wyomina Park lagged behind the state average by 36%. The contributing factor was weak standard mastery in the primary grades, which led to students vastly behind as they entered third grade.



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

Fourth-grade ELA and Math proficiency rates were the most improved component this past school year. Fourth-grade ELA proficiency grew 7% from last year. Fourth-grade math proficiency grew 14% from last year. In order to achieve this growth, we implemented consistent and structured weekly collaborative planning to create quality benchmark-aligned lessons. We also strategically identified and implemented intervention supports based on students' needs.

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

Upon reflection, our main areas of concern are chronic absences.

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

1. Increase reading proficiency
2. Increase math proficiency
3. Reduce out-of-school suspensions
4. Improve school-wide attendance

**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 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.

School discipline data, Teacher feedback, and the student climate and culture surveys demonstrate a need to build capacity at Wyomina Park Elementary to implement strategies to provide safe, positive, and supportive learning conditions on campus.

Out-of-school suspension (OSS) results reported 80 students having one or more OSS days during the school year in the 2022- 2023 school year.

In a survey of 90 students, when asked if "Students in my class behave so teachers can teach." 46% said "sometimes," while 26% said "never." School-wide referrals convey similar results; 1088 referrals were issued in 2023. There is a need to utilize evidence-based practices in positive behavior supports, restorative discipline, resiliency skills training, and classroom management strategies.

**Measurable Outcome:**

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

If all stakeholders implement PBIS with fidelity, participate in restorative discipline practices, and develop student resiliency skills, the result will produce a safe, inclusive, and supportive school environment that meets the emotional and social needs of the student population. If implemented with fidelity, this practice will reduce the number of annual incident referrals by 10%, with a goal to have less than 979 referrals in the 2023-2024 school year. This should, in turn, reduce out-of-school suspensions and increase instructional time.

**Monitoring:**

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

One of the assistant principals, our student service manager, and the school counselor will facilitate implementing our school-wide PBIS, resiliency skills programs, and restorative discipline systems. Monitoring will occur through climate surveys, discipline data, and observational data in classroom walkthroughs by the administrative team.

**Person responsible for monitoring outcome:**

Jessica Bryan (jessica.bryan@marion.k12.fl.us)

**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.)

Wyomina Park Elementary will adopt PBIS (Positive Behavior Interventions and Systems) to prevent problem behaviors through data-based decision-making focused on building social and resiliency competencies, creating supportive contexts, and providing research-based interventions to students and staff. We will create an interconnected systems framework to support the students' academic, behavioral, and resiliency needs. A school-based PBIS committee will hold monthly meetings to plan and implement the PBIS systems on campus. A school-based Multi-Disciplinary Team will meet monthly to monitor student interventions, problem-solve, and support PBIS practices campus-wide.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Implementing a school-wide PBIS system supports the district's strategic plan to build the capacity of school staff to implement strategies to provide a safe, positive, and supportive learning environment. PBIS will identify and reduce barriers to effective management practices, reduce the number of referral incidents on campus, and increase student engagement.

### **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.

Provide professional learning opportunities on school-based PBIS systems and classroom management.

**Person Responsible:** Jessica Bryan (jessica.bryan@marion.k12.fl.us)

**By When:** January 31, 2024

Monitor classroom data and provide differentiated coaching support based on identified trends through administration team members.

**Person Responsible:** Victoria Hunt (victoria.hunt@marion.k12.fl.us)

**By When:** January 31, 2024

**#2. Instructional Practice specifically relating to Collaborative Planning****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.

English Language Arts performance is below district and state averages in grades 3-5. Third grade performed 36% below state proficiency, fourth grade 13% below, and fifth grade performed 15% below state proficiency on the FAST ELA for PM3. Wyomina Park has been considerably below the state average proficiency rate for five years.

Math performance is below district and state averages in grades 3-5. Third grade performed 36% below state proficiency, fourth grade 17% below, and fifth grade performed 23% below state proficiency on the FAST Math for PM3. Wyomina Park has been considerably below the state average proficiency rate for five years.

Factors include an inefficient teacher collaborative planning system and a lack of instructional framework, contributing to low teacher efficacy. Collaborative team meetings must be purposeful in helping teachers plan lessons that reach the trajectory of the new benchmarks and develop scaffolding and differentiation opportunities to meet various student needs. In addition, there was a high turnover of instructional staff member members and coaching support staff over the past years, contributing to a weakened support structure for collaborative planning and inconsistent coaching support in classrooms campus-wide.

**Measurable Outcome:**

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

If we establish consistent, collaborative planning meetings focused on standards-based instruction and a research-based instructional framework with purposeful student practice, then we will see a 5% improvement in ELA and Math proficiency and learning gains in students with disabilities and multiracial students as measured by the 2024 FAST PM3.

**Monitoring:**

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

Wyomina Park will implement weekly common collaborative planning to support teachers in developing benchmark focus lesson plans and rigorous, standards-based student practice for reading. Differentiated coaching support will be assigned and provided as needed to support teachers at various experience levels. Principal and assistant principals will oversee the scheduling and implementation of the collaboration meetings, classroom walkthroughs, and coaching cycles.

**Person responsible for monitoring outcome:**

Victoria Hunt (victoria.hunt@marion.k12.fl.us)

**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.)

This intervention supports the school's area of focus and the district's strategic plan with a focus on Student Success. Wyomina Park will use a Framework for the Gradual Release of Responsibility from "Better Learning Through Structured Teaching" by Fisher & Frey as a foundation for our collaborative planning teams. This instructional framework model will support a system of expectations to increase the quality of Tier I instruction in the classroom. Teachers will use this instructional framework to design learning opportunities and make informed decisions about specific strategies that will best support student achievement. This Instructional framework model will create a shared school-wide vocabulary so that teacher teams can communicate more effectively during collaborative planning meetings.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Wyomina Park's academic data for the past several years and analyzing the need to improve teacher efficacy shows a need for defined expectations for teacher collaboration, common language, and a lesson planning framework.

While researching intervention strategies and resources to improve our area of need, it was determined that teacher efficacy and student achievement in standardized testing would increase through consistent use of a common instructional framework (Fisher & Frey's "Better Learning Through Structured Teaching"). As measured by John Hattie's Visible Learning (2017), teacher efficacy has a 1.57 efficacy rating, and the use of explicit teaching strategies has a 0.57 efficacy rating.

**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.

Provide professional learning opportunities for teachers to learn the Framework for the Gradual Release of Responsibility from "Better Learning Through Structured Teaching" by Fisher & Frey.

**Person Responsible:** Victoria Hunt (victoria.hunt@marion.k12.fl.us)

**By When:** January 24, 2024

Create a collaborative planning agenda with the element of the Framework for the Gradual Release of Responsibility from "Better Learning Through Structured Teaching" by Fisher & Frey.

**Person Responsible:** Mary Slagle (mary.slagle@marion.k12.fl.us)

**By When:** August 21, 2023

Implement weekly common collaborative planning meetings to support teachers in developing standards-based lessons.

**Person Responsible:** Victoria Hunt (victoria.hunt@marion.k12.fl.us)

**By When:** September 1, 2023

Monitor classroom data and provide differentiated coaching support based on identified trends through administration team members.

**Person Responsible:** Victoria Hunt (victoria.hunt@marion.k12.fl.us)

**By When:** January 31, 2024

Monitor math and reading data of our low-performing subgroups: students with disabilities and multiracial students.

**Person Responsible:** Susan Eatmon (susan.eatmon@marion.k12.fl.us)

**By When:** March 30, 2024

### **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)).

Wyomina Park is in TSI for two subgroups, multi-racial students and students with disabilities. Funding and resources will be presented to the SAC committee for review and approval.

### **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 2022-2023 STAR PM3 data demonstrated

- 62% of Kindergarten students at or above grade level.
- 32% of First-grade students at or above grade level
- 32% of Second Grade students at or above grade level.

Upon review of the 22-23 STAR data and school-based core phonics screeners, it was determined that K-2 students need phonics and phonemic awareness instruction based on the science of reading. This will improve students' ability to decode and encode words and develop strong reading fluency. As students develop and master these foundational benchmarks, they will become stronger in comprehension skills.

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

Upon review of the 22-23 FAST data, the school identified students who need phonics and phonemic awareness instruction based on the science of reading and will monitor this skill development through the MTSS process. Students in grades 3-5 will also need quality instruction in vocabulary, fluency, and comprehension to reach proficiency on the FAST assessment.

## 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

If teachers implement consistent phonics and phonemic awareness instruction based on the science of reading, then we will see a 5% increase in kindergarten through second grades students on track to pass the state exam.

### Grades 3-5 Measurable Outcomes

If we strategically place students into reading intervention and consistently track their progress, then we will see a 5% increase in reading proficiency for students in third through fifth grade.

## 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.

Classroom data and state progress monitoring data will be reviewed and analyzed bi-monthly to track the impact of the instruction. Program fidelity will be monitored weekly through the implementation of a walkthrough tool.

### Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Slagle, Mary, mary.slagle@marion.k12.fl.us

## 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?



The following evidence-based programs will be used to address instruction:

Phonics and Phonemic Awareness: UFLI

Fluency: Read Naturally Live

Comprehension: Lexia, READ 180

These programs were selected by the district and aligned with the district's Reading Plan. In addition, the programs are aligned with the B.E.S.T. Standards.

### **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?

These programs will be used at Wyomina Park to address the reading deficits of K-5 students. The UFLI curriculum will use the principles of the science of reading to develop a strong reading foundation. The additional programs will further develop reading skills and close student learning gaps.

### **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
Use data to strategically place students into reading interventions.	Slagle, Mary, mary.slagle@marion.k12.fl.us
Monitor the fidelity of the UFLI reading program	Greenbaum, Howard, howard.greenbaum@marion.k12.fl.us
Create a schedule to maximize instruction support during MTSS time in each grade level	Eatmon, Susan, susan.eatmon@marion.k12.fl.us
Provide literacy coach and professional development to teachers	Slagle, Mary, mary.slagle@marion.k12.fl.us
Monitor state progress monitoring data	Hunt, Victoria, victoria.hunt@marion.k12.fl.us

## **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.

To increase stakeholder involvement and ensure all SIP information is accessible, we will offer different options (online and paper-based) of communication for our families, such as scheduled meetings, phone calls, emails, ClassDojo posts/messaging, newsletters, the school's website (<https://www.marionschools.net/wpe>), and teacher's Canvas homepages. In addition, a paper copy will be available in our visitor waiting area for our guests to review. Additional copies of the SIP will be provided upon request.

Staff members will be able to review a digital copy of the SIP on our school-wide drive, SharePoint, and progress will be discussed in faculty meetings in faculty monthly newsletters.

**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))

We understand that our stakeholders play a key role in school performance and addressing equity. As such, we start each school year with a meeting (notifications and invitations in English and Spanish) to address the following:

- A description and explanation of the school's curriculum
- Information on the forms of academic assessment used to measure student progress
- Information on the proficiency levels students are expected to meet
- Explain the school parental Parent and Family Engagement Plan, and school-parent compact
- Explain the right of parents to become involved in the school's programs and ways to do so
- Explain that parents have the right to request opportunities for regular meetings for parents to formulate suggestions and participate in decisions about the education of their children
- Allow for feedback and open discussion.

We will continue to cultivate positive relationships with parents and stakeholders through various family engagement events. In order to continue stakeholder involvement and promote a welcoming environment, we will offer various communication options for our families, such as scheduled meetings, phone calls, emails, ClassDojo posts and messaging, Twitter posts, school newsletters, flyers, the school's website (<https://www.marionschools.net/wpe>), teacher Canvas homepages, Skyward Family Access, and our school marquee. Our family engagement specialist will also assist the school with conferences, phone calls, emails, flyers, and home visits to build deeper relationships and keep families and stakeholders informed.

**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)**

The school will use various data points to align, design, and plan high-quality, benchmark-focused instruction to meet the need our students. Weekly staff collaborative meetings and monthly faculty meetings will be used as tools to strengthen the school culture and instructional delivery.

**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))**

At Wyomina Park, we are supported weekly by a school psychologist, a mental health counselor, and a social worker. Our on-campus school counselor and student service manager support our students daily. Monthly multi-disciplinary meetings are held with the support team to ensure services and strategies are implemented and beneficial to students with these needs.

**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))**

The school counselor discusses future goal setting, workforce and career opportunities, and post-secondary opportunities with our elementary students. Our feeder pattern middle school meets with our fifth grades students several times to help them understand credits obtained in secondary school and help them plan for their future education pathways.

**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).**

Wyomina Park will implement a multi-tiered support system and data collection tools to address problem behaviors, provide early intervention, and coordinate services to help students. An ESE specialist will be on campus weekly to support our staff in coordinating similar activities and services under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

**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))**

Wyomina Park has created a yearly professional learning plan aligned to the areas of need within the SIP. In addition, weekly collaboration meetings and faculty meetings will be used to review data and design quality instruction. Wyomina Park staff will be invited to recruitment events to support our staffing needs.

**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))**

Preschool families receive handouts on skills needed to prepare and transition to kindergarten. In July, Wyomina Park offers a kindergarten kickstart learning program focused on transitioning students into kindergarten.