

Seminole County Public Schools

# Wicklows Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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# Wicklow Elementary School

100 PLACID LAKE DR, Sanford, FL 32773

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

## School Board Approval

This plan was approved by the Seminole County School Board on 10/24/2023.

## 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.**

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

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

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

### School Leadership Team, 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
Windish, Daniel	Principal	Overall Operations of the School, Hiring, Handbook, Grade Level Evaluations, 2nd Grade and 5th Grade, Resource and Support Evaluations, Non-Instructional Evaluations, Faculty/Staff Newsletter, Faculty/Staff Updates, School Messenger Blasts and Family Updates, Marquee and Communication/Flyer Approval, ELL/ESOL, ESE, SAC, PTA Events, Leave Approval
Archie, Claude	Assistant Principal	Principal's Designee, Grade Level Evaluations- 1st Grade and 4th Grade, Resource and Support Evaluations, Testing Coordinator, Custodial Supervision, Tutorial, ESE Support, Title IX, Dividends, Emergency Coordination- Drills/ Raptor, ERT, Red Folders, Work Orders/ Furniture Needs, Substitute Coordination, Summer Learning Camp, Restorative Practice, Non-Instructional Evaluations
Haney, Ashley	Assistant Principal	Principal's Designee, Grade Level Evaluations, Kindergarten and 3rd Grade, Schedules, PD- Frontline, Resource and Support Evaluations , Title 1 Events and Compliance, IB-PYP Coordination, Grant Management, Dual Language, World Languages, Parent Newsletter, Social Media/ Marketing Needs, School Presentations/Events and Tours, Non-Instructional Evaluations, Business Partners
Gordon, George	Dean	Principal's Designee, Discipline , Transportation- Bus Coordination, Uniforms, Pantry, PBS, Young Men of Excellence, Families in Need/ Transition, MTSS Behavior
Thorpe, Kelly	Behavior Specialist	PBIS, Behavior Unit Support, MTSS-Behavior, Young Women of Excellence, Classroom Behavior Intervention Plans, Behavior Coaching Academy Lead
Nusbaum, Erin	Instructional Coach	DRA Coordination, PYP Planning, ELA 3-5 Support, AR, Professional Development
Culbreth, Kristin	Instructional Coach	Math Instruction, Math Intervention Coordination, iReady Champion, Professional Development
Shillings, Misty	Instructional Coach	ELA K-2 Support, MTSS Lead, WIN Coordination, PBIS Support, Professional Development
Sharbaugh, Holly	Instructional Coach	PYP Planning, Global Inquiry Lab, Science and SS Support, Professional Development
Jones, Tina	School Counselor	SST Coordination, ESE and IEP Support, Small Groups, Class SEL Lessons, 504 Meetings

Name	Position Title	Job Duties and Responsibilities
Jetwani-Love, Sharda	Attendance/ Social Work	Pantry and Family Resource Center, Family Liaison , Small Groups, Truancy Issues, MTSS-Attendance, FIN

**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.

Wicklow's parents and the community are key stakeholders in the development of our annual plan to improve. Our PTA and SAC are heavily involved in the process of parent and community input in the way of monthly meetings year round. As we develop our School Improvement Plan annually, I make it a point to address the SIP and seek their input on goals and the direction our school desires to improve upon. Our 5 Essentials survey results are also heavily reflected on as we use the feedback to shape the supportive environment.

**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 Wicklow School Improvement Plan will be regularly monitored by including progress towards achievement of goals in our cyclical data reviews. In particular, students who are Black, students with disabilities, and students who are English Language Learners will be highlighted and displayed on our school data wall and grade level data sheets.

**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>	87%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	88%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students)	Students With Disabilities (SWD)* English Language Learners (ELL)



(subgroups below the federal threshold are identified with an asterisk)	Black/African American Students (BLK)* Hispanic Students (HSP) 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: B 2018-19: B 2017-18: B
<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	9	27	33	19	22	13	0	0	0	123
One or more suspensions	1	4	4	2	3	8	0	0	0	22
Course failure in English Language Arts (ELA)	4	9	15	1	1	0	0	0	0	30
Course failure in Math	4	13	18	12	2	2	0	0	0	51
Level 1 on statewide ELA assessment	0	0	0	12	28	22	0	0	0	62
Level 1 on statewide Math assessment	0	0	0	12	30	31	0	0	0	73
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	28	41	27	18	18	0	0	0	136

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	5	19	23	21	29	27	0	0	0	124

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	5	12	2	8	0	0	0	0	0	27
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	0
One or more suspensions	2	7	0	1	4	5	0	0	0	19
Course failure in ELA	1	11	8	4	1	1	0	0	0	26
Course failure in Math	2	9	4	6	1	3	0	0	0	25
Level 1 on statewide ELA assessment	0	0	0	22	12	31	0	0	0	65
Level 1 on statewide Math assessment	0	0	0	13	17	30	0	0	0	60
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	9	6	23	0	0	0	0	0	38

**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	1	7	6	10	5	7	0	0	0	36

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	13	8	34	12	10	0	0	0	79
Students retained two or more times	0	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	0
One or more suspensions	2	7	0	1	4	5	0	0	0	19
Course failure in ELA	1	11	8	4	1	1	0	0	0	26
Course failure in Math	2	9	4	6	1	3	0	0	0	25
Level 1 on statewide ELA assessment	0	0	0	22	12	31	0	0	0	65
Level 1 on statewide Math assessment	0	0	0	13	17	30	0	0	0	60
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	9	6	23	0	0	0	0	0	38

**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	1	7	6	10	5	7	0	0	0	36

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	13	8	34	12	10	0	0	0	79
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*	40	61	53	40	65	56	33		
ELA Learning Gains				49			35		
ELA Lowest 25th Percentile				41			40		
Math Achievement*	40	64	59	42	46	50	31		
Math Learning Gains				51			28		
Math Lowest 25th Percentile				57			27		
Science Achievement*	34	65	54	32	65	59	22		
Social Studies Achievement*					62	64			
Middle School Acceleration					45	52			
Graduation Rate					62	50			
College and Career Acceleration						80			
ELP Progress	84	77	59	73			62		

\* 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	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	239
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	48
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	385
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	2	1
ELL	33	Yes	1	
AMI				
ASN				
BLK	26	Yes	2	1
HSP	44			
MUL				
PAC				

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%
WHT	80			
FRL	44			

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	35	Yes	1	
ELL	42			
AMI				
ASN				
BLK	37	Yes	1	
HSP	50			
MUL				
PAC				
WHT	52			
FRL	46			

**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	40			40			34					84
SWD	17			17			21				5	70
ELL	18			30			17				5	84
AMI												
ASN												
BLK	29			22			17				4	
HSP	34			40			31				5	84

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
MUL												
PAC												
WHT	79			72			91				4	
FRL	35			37			31				5	83

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	40	49	41	42	51	57	32					73
SWD	14	34	43	21	36	41	7					80
ELL	24	46	42	33	47	50	19					73
AMI												
ASN												
BLK	33	47	38	24	43	55	21					
HSP	39	52	43	47	54	60	33					73
MUL												
PAC												
WHT	57	45		59	50		50					
FRL	37	48	39	38	47	55	27					74

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	33	35	40	31	28	27	22					62
SWD	12	26	33	18	21	13	12					59
ELL	18	28	36	30	35	55	6					62
AMI												
ASN												
BLK	24	33	38	17	24	14	14					
HSP	32	35	40	36	31	42	18					63
MUL												
PAC												
WHT	52	39		45	33		35					

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
FRL	29	33	38	29	26	28	19					62

**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	36%	61%	-25%	54%	-18%
04	2023 - Spring	51%	66%	-15%	58%	-7%
03	2023 - Spring	40%	60%	-20%	50%	-10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	82%	66%	16%	54%	28%
03	2023 - Spring	45%	66%	-21%	59%	-14%
04	2023 - Spring	51%	68%	-17%	61%	-10%
05	2023 - Spring	18%	44%	-26%	55%	-37%

**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.**

Overall proficiency levels remain the area for improvement with a particular emphasis on the following subgroups: students who are black, students who are English Language Learners (ELL), and students who have disabilities (SWD).

Black subgroup- ELA proficiency= 37%  
 English Language Learner= 37%

Students with Disabilities= 28%

The core block instruction has not been consistent from teacher to teacher. Student tasks are not meeting the rigors of the BEST standards.

A consistent understanding of proficiency at our school will be created and displayed. We will be conducting professional development opportunities, leveraging Professional Learning Communities, and systematically coaching to improve the use of the Approaches to Teaching to ensure that student tasks lead to that common understanding of proficiency.

A targeted approach to improvement will take place first by identifying the students who fall in the three subgroups: Black subgroup, English Language Learners, and Students with Disabilities. PLC's will be used to discuss the core instruction occurring and target the best Approaches to Teaching that will help improve their core instruction. Intervention during WIN time will be applied to specifically target needs and gaps that can be filled outside of core instruction.

Our school will be working as part of the Behavior Coaching Academy to improve the conditions for learning. Academic Parent Teacher Teams will engage parents and families in the improvement of grade level skills that align with classroom instruction.

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

The greatest decline occurred in third grade math. However, overall proficiency levels remain the area for improvement with a particular emphasis on the following subgroups: students who are black, students who are English Language Learners (ELL), and students who have disabilities (SWD).

**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.**

5th grade ELA had the greatest gap when compared to the state average. Contributing factors include the low performance of multiple subgroups.

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

The data components that showed the most improvement was fourth grade proficiency in both ELA and Math. Although success was limited mainly to two classrooms, the percentage of proficient students rose 11% in ELA and 7% in Math.

Two of the four classroom teachers had extremely strong instructional cores. This contributed to success across the board in those classrooms. One new action that was taken was our push to involve families through Academic Parent Teacher Teams. We targeted fourth grade as one of our pilot grade levels. Due to this success, we will implement across the board in 23-24 school year.

The teacher who helped to improve ELA proficiency became proficient in the use of Write Score. During the upcoming year, she will be introduced as our Instructional Practices coach who will help to model and deliver effective writing lessons across the board. The teacher who we can attribute the math improvement has been made the Team Leader. She will use her knowledge to help lead PLC's in the improvement of core instruction.

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

Student attendance and on-grade level performance in ELA and Math



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

The following priorities for school improvement involve raising proficiency percentages in reading and math:

1. Proficiency Levels of all Students
2. Proficiency Levels of ELL
3. Proficiency Levels of Students with Disabilities.
4. Proficiency Levels of Students who are Black

**Area of Focus**

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

**#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**

**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.

Increasing academic achievement of students with disabilities and Black/African American students. ESSA Federal Percent of Points Index indicates this is a high priority need and focusing on the success of these students will reduce achievement gaps and prepare these students for future academic success.

**Measurable Outcome:**

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

Increase achievement and learning gains for students with disabilities and Black/African American students.

**Monitoring:**

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

This area of focus will be monitored through classroom walk throughs, review of progress monitoring data and through data chats with professional learning communities.

**Person responsible for monitoring outcome:**

Daniel Windish (daniel\_windish@scps.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.)

The following evidence-based interventions are available to support students based upon the area of need of the individual student: Leveled Literacy Intervention (LLI), Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS), Wonders Tier 2 and Tier 3 Intervention, iReady or iStation, Success for All – FastTrack Phonics (at Title 1 schools), Reading Mastery, FastForward, Corrective Reading, Quick Reads and Elements of Reading.

The following evidence-based interventions are available to support students based upon the area of need of the individual student: iReady, DreamBox, SAVVAS enVision Math Diagnostic and Intervention System, Seminole Numeracy Project.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

A variety of interventions are available to the schools to allow them to meet the needs of individual students. This allows all the areas of reading to be addressed from foundations to comprehension across the K-12 continuum.

All of the listed interventions have been approved by Just Read, Florida through the vetting process for the K-12 Comprehensive Evidence- Based Reading Plan.

Math- All the listed interventions have research-based evidence for efficacy.

Standards based lessons differentiated to meet the needs of these specific student groups and data driven deliberate action planning will improve achievement and learning gains for our students. This strategy is aligned to having high expectations for all learners and teachers.

**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.

What do we want all students to do?

At Wicklow, we want all students to be able to identify their current levels in Math and Science and identify goals for growth. In particular, we would like our Low 30, Black subgroup, and ESE subgroup to be able to identify those current levels and have a working on understanding of their DRA reading level, writing level, and math level. High Expectations will be communicated to all through our Wicklow Expectations Chart.

How will we know if they learn it?

On a systematic basis, Wicklow will conduct data reviews. Students will also track their data through this process and be able to determine if adequate growth is being made. An improved Scholar Data Folder process will be used to get meaningful goals set.

How will we respond when some students do not learn?

If students are not learning, we make determinations if improvements in Conditions for Learning, our Approaches to Teaching, or additional interventions are needed. Following that, we will schedule PLC and PD sessions to address and improve CfL's or AtT's. Our Approaches to Teaching are as follows:

Based on Inquiry

Focused on Conceptual Understanding

Developed in Global and Local Contexts

Differentiated to meet the needs of all Learners

Focused on Effective Teamwork and Collaboration

Informed by Formative and Summative Assessment.

If additional interventions are determined, those will be handled during our WIN time or before/after school tutorial sessions.

What evidence/data will there be to reflect monitoring for this strategy/action?

There will be evidence to reflect monitoring on our Data Wall in our PLC Lab, Scholar Data Folders, and Teacher monitoring in their Professional Learning Journals. Unit Assessments and Formative Assessments will be tracked on Grade Level Spreadsheets to show evidence of the learning and the monitoring necessary for substantial improvement.

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

**By When:** Ongoing throughout the school year

**#2. 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.

Students succeed when conditions for learning are optimized. A focus on campus safety, development of a culture where student voice and belonging are valued and sharing collective responsibility for the success of all students in the school increase student achievement.

**Measurable Outcome:**

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

5 Essentials Survey indicators for trust, collective responsibility and academic personalism will increase to or remain Well Organized.

**Monitoring:**

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

Conditions for Learning monitoring will occur during classroom walk through, PLC meetings, attendance and discipline data reviews.

**Person responsible for monitoring outcome:**

Daniel Windish (daniel\_windish@scps.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.)

The Multi-Tiered Support System (MTSS) process is a team-based approach that relies on a strong collaboration between families and professionals from a variety of disciplines regardless of the level implemented. MTSS provides a positive and effective means to support student learning, attendance and behavior.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

MTSS methods are research-based and proven to positively impact school climate and increase academic performance.

**Tier of Evidence-based Intervention**

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

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement**

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

Teachers and staff members will use Restorative Practices as part of the relationship building component of our Conditions for Learning. As part of the Scholar Data Notebook, students will identify their trusted adults three times throughout the year.

Scholar Data Notebooks will have a designated place to identify a trusted adult. Discipline and referral information will be used to monitor the effectiveness of of this strategy.

Instructional staff members will be divided into smaller (4-5 people) "Collective Responsibility Groups."

Instructional staff will also maintain a "Professional Learning Journal" throughout the school year to reflect and inquire about how to improve instruction.

Collective Responsibility Groups will be provided with achievement and discipline data that shows the impact of their teamwork and collaboration. Professional Learning Journals will be used to maintain academic personalism.

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

**By When:** Ongoing throughout the year

### CSI, TSI and ATSI Resource Review

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

In collaboration with the Assistant Superintendent, school leaders identify and align resources to meet the needs of all students and maximize desired student outcomes. Evaluation of student achievement data and related early warning factors such as attendance and discipline referrals are at the core of this work. Principals review data with the school leadership team, staff, and other relevant stakeholders, then develop or modify goals and strategies to align with the school needs presented. These goals and strategies are then operationalized through action items within the annual School Improvement Plan. These specific interventions or activities are noted within the SIP, and funding resources are assigned (i.e., Title I, Part A, UniSIG).

## 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

For grades K & 1, coaches at RAISE schools will receive extra support from the State Regional Literacy Director through Professional Development that Just Read, Florida! has developed. In turn, coaches will use this professional development to improve the support to teachers at their respective schools. This should support more explicit, systematic, benchmark-aligned instruction in classrooms to lead to improvement in student outcomes on state assessments.

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

For grade 5, coaches at RAISE schools will receive extra support from the State Regional Literacy Director through Professional Development that Just Read, Florida! has developed. In turn, coaches will use this professional development to improve the support to teachers at their respective schools. This should support more explicit, systematic, benchmark-aligned instruction in classrooms to lead to improvement in student outcomes on state assessments.

#### **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**

The number of students in grades K- &1 that are not on track to pass the statewide ELA assessment will decrease by 2 percent.

#### **Grades 3-5 Measurable Outcomes**

The number of students in grade 5 that score below a Level 3 on the end of the year statewide ELA assessment will decrease by 2 percent.

### **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.

This area of focus will be monitored through strategic, data aligned PLC planning and collaboration, common formative assessment data, DRA, FAST and district progress monitoring assessment outcomes.

#### **Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

Windish, Daniel , daniel\_windish@scps.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?

Research reflects a 0.47 effect size for small group learning.

**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?

By working with students in small groups, teachers can provide targeted lessons and feedback to quickly accelerate student learning through both differentiation in the core and intervention.

**Action Steps to Implement**

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
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Developing highly collaborative PLCs strategically focused on the use of formative assessment data.

Utilizing results of FAST PM1 and PM2, DRA and district progress monitoring to design reading acceleration support for students.

Utilizing SCPS Early Warning/MTSS systems to support interventions.

Reading walk-throughs focused on identifying standards-based and differentiated whole group instruction and small group instruction.

Utilizing pacing calendars and research based instructional materials and practices in 90-minute block.

Utilizing additional research-based intervention curriculum for tier 2 and 3 students.

Windish, Daniel ,  
daniel\_windish@scps.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.

Wicklow's parents and the community are key stakeholders in the development of our annual plan to improve. Our PTA and SAC are heavily involved in the process of parent and community input in the way of monthly meetings year round. As we develop our School Improvement Plan annually, I make it a point to address the SIP and seek their input on goals and the direction our school desires to improve upon. Our 5 Essentials survey results are also heavily reflected on as we use the feedback to shape the supportive environment.

<https://sim.scps.k12.fl.us/school/info/0811>

**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))

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

<https://wicklow.scps.k12.fl.us/>

**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)**

By improving our understanding of the IB PYP Approaches to Teaching and continuously improving the Conditions for Learning at Wicklow, we will strengthen the academic program, increase the quality of learning time, and provide enriched, accelerated curriculum.



Approaches to Teaching  
Based on Inquiry  
Focused on Conceptual Learning  
Developed in Local and Global Contexts  
Focused on Effective Teamwork and Collaboration  
Differentiated to Meet the Needs of All Learners  
Informed by Formative and Summative Assessment

Conditions for Learning  
Environmental Factors  
Scheduling  
Socialization/Relationships  
Classroom Behavior Systems  
Reward Systems  
Consequence Systems  
Curriculum and Instruction

**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))**

During the planning phase of Title I school-wide plans, which typically begins late February or early March for the upcoming school year, leadership from the Department of Teaching and Learning (Title II, Part A), ESOL World Languages and Student Access (Title III, Part A), Families in Need (Title IX, Part A), Student Support Services (IDEA), Student Assignment and Program Access (magnet programs), Alternative Program (Title I, Part D), and Early Learning (Pre-K/VPK) are invited to participate in collaborative planning sessions. At these collaborative planning sessions, school leadership teams begin developing their Title I, Part A plans for the upcoming school year, with support and guidance from these various district-level grant and/or program managers. For instance, the Director of ESOL/World Languages and Student Access would share with Title I school leadership teams relevant updates to those programs for the upcoming school year, which may lead them to leverage their Title I, Part A funds to supplement such initiatives.