Idylwild Elementary School

2023-24

Schoolwide Improvement Plan (SIP)

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Idylwild Elementary School

4601 SW 20TH TERRACE, Gainesville, FL 32608

https://www.sbac.edu/idylwild

School Board Approval

This plan was approved by the Alachua County School Board on 10/17/2023.

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.

Our mission is to provide a positive, safe environment where academic excellence is expected and the social-emotional well-being of our students is paramount.

Provide the school's vision statement.

Our vision is that life-long learning will be the result of the process initiated at Idylwild Elementary. We see our students graduating from high school with the necessary knowledge, skills application and character to be productive citizens contributing, not only to their local communities, but to the state, national and the global communities as well.

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
Hill, Kim	Assistant Principal	Serves as administrator on site in the absence of the principal. Assist principal in overall management of the school and serves as a support in decision making on matters related to the school. The assistant principal is responsible for oversight of facilities, attendance, and ESOL programs. The assistant principal serves as a member of the school leadership team.
Warring, Erica	Assistant Principal	Serves as administrator on site in the absence of the principal. Assist principal in overall management of the school and serves as a support in decision making on matters related to the school. The assistant principal is responsible for oversight of Exceptional Student Education, curriculum, testing and safety. The assistant principal serves as a member of the school leadership team.
Aarons, Rayna	Behavior Specialist	The school Behavior Resource/Intervention Teacher serves as point person for all things related to school discipline and positive behavior supports. She serves as the co-chair of the Positive Behavior Support Team and consults with school and district staff. She is responsible for fact finding, investigations, and ensuring that the school maintains compliance with school, district, and state policies and procedures. She serves on the school leadership team. She also pulls small groups of students for behavior interventions as needed.
Scott, Stephanie	Behavior Specialist	The school Behavior Resource/Intervention Teacher serves as point person for all things related to school discipline and positive behavior supports. She serves as the co-chair of the Positive Behavior Support Team and consults with school and district staff. She is responsible for fact finding, investigations, and ensuring that the school maintains compliance with school, district, and state policies and procedures. She serves on the school leadership team. She also pulls small groups of students for behavior interventions as needed.
Hyder, Rana	Instructional Coach	Instructional Intervention Coach/Lead Title 1 serves as the point of contact for all facets of the school Title 1 plan. Oversees and monitors the school Title 1 plan, budget, and process. Leads coaching efforts for all grades in all areas related to curriculum, instruction, and data analysis. Coordinates walkthrough analysis and review as well as leadership meetings related to identifying areas of need and the deployment of instructional coaches. Assists with our school RtI/MTSS process by providing a common vision for the use of data-based decision-making including: making assurances that RTI/MTSS is implemented according to district guidelines; oversee implementation and documentation of interventions.

Name	Position Title	Job Duties and Responsibilities
Taylor, Jennifer	School Counselor	The schools counselor is responsible for oversight of our school counseling program, social/emotional learning and development, and the ESE/gifted/504 processes. Our counselor is available for parents, students, and staff in times of crisis and also serves to assist and provide guidance to administration in matters related to student and staff mental health.
Lutz, Leslie	Other	Instructional Intervention and Math Coach serves as the main point of contact for Math coaching efforts in the school.

Leads coaching efforts for all grades in mathematics related to curriculum, instruction, and data analysis. Co-coordinates walkthrough analysis and review as well as leadership meetings related to identifying areas of need and the deployment of instructional coaches.

Assists with overall data collection and review as well as participating in individual and grade level data chats. |
| Kuhn, III | Principal | Oversee all school functions and serve as the instructional leader of the school. Responsible for oversight, monitoring, and final decision-making on all matters related to the school in order to ensure students' needs are being met and that all groups are considered. Serves as a non-voting member of the School Advisory Council and a member of the PTA Executive Board.

Leads the school leadership team that meets on a regular basis. At our meetings, concerns about students, classroom data, school safety, instructional practices, and suggestions for resolution of concerns are discussed. District curricular data, behavioral and attendance data, and teacher input are shared in these meetings. We work to provide support to the classroom teachers as they strive to meet the needs of our students.

In addition the principal is responsible for instructing and organizing staff on their responsibilities and requirements, making necessary committee appointments, helping teachers work with individual classroom problems, hiring and evaluating staff, overseeing the safety of students, working with the staff to develop a plan for personal and professional growth, supervising the implementation of district adopted programs, and working/communicating with parent and community groups. |

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.

Idylwild Elementary solicits involvement from stakeholders through a variety of means.

We have scheduled Parent and Family Nights at which teachers will review the student's current data with families. Families will learn activities they can use at home to help their children improve on F.A.S.T. tested standards in ELA, Math, and Science. Provide information for parents about technology resources available on-line for their students through MyPortal that are designed to increase student achievement in ELA and Math. We will also share how to access Skyward gradebook. These parent nights will also serve as an avenue for SIP review and parent input in the overall school plan.

Idylwild has at least five School Advisory Council meetings throughout the year. At the of these meetings we review academic, attendance, and behavior data, school budget, and update stakeholders on school initiatives. SAC Members provide input in the development and monitoring of our current SIP and development of the new SIP.

Idylwild has an active and growing PTA. The principal sits on the PTA Board and attends all board meetings. We have general assembly meetings during the year in which the PTA is provided updates.

Additionally, Idylwild utilizes phone homes, newsletters, and climate survey data as a way to share information, gather input, and involve stakeholders.

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))

Idylwild's SIP will be monitored in a variety of ways. Specific monitoring tools and frequency are described below:

ACADEMICS - Academic data is monitored through the use of Google data sheets that are completed by content responsible teachers. Data is added as soon as assessments are complete. Google sheets are shared with all leadership team members. Data in the sheets includes weekly/biweekly unit and chapter assessments, DIBELS, FAST/STAR, and ISIP scores. Also included in the sheet is previous retention, retention risk, and/or potential for master of FAST/STAR. Leadership team, data team, and teachers review data and adjust instruction or tiered support as a result.

BEHAVIOR - Behavior data is monitored through the use of Behavior Data Google sheets, Skyward discipline reports, and Insights to Behavior. When referrals occur that information is logged in a Google data sheet that is shared with the school leadership team. This data is reviewed in weekly leadership meetings and in consultation with counselors, MTSS team, and district staff. Data is considered for adjustments to tiered support.

ATTENDANCE - Attendance is monitored through the use of district reports provided by our district Truancy Officer as well as school-level attendance data. Leadership team, Assistant Principal, school Family Liaisons, and district Truancy Officer review data and hold EPTs as needed with parents.

Demographic Data	
Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active

School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	84%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK)* Hispanic Students (HSP)* Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: D 2019-20: D 2018-19: D 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	50	35	33	42	34	25	0	0	0	219
One or more suspensions	9	4	17	20	17	12	0	0	0	79
Course failure in English Language Arts (ELA)	29	33	40	55	38	16	0	0	0	211
Course failure in Math	8	21	31	38	41	14	0	0	0	153
Level 1 on statewide ELA assessment	74	61	45	49	25	19	0	0	0	273
Level 1 on statewide Math assessment	47	35	40	55	24	30	0	0	0	231
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	74	61	45	49	25	19	0	0	0	273

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	24	35	39	62	42	28	0	0	0	230

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	3	4	14	0	0	0	0	0	26
Students retained two or more times	0	0	0	1	0	0	0	0	0	1

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

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	4	38	42	65	37	48	0	0	0	234
One or more suspensions	0	2	11	9	10	7	0	0	0	39
Course failure in ELA	3	25	30	44	21	24	0	0	0	147
Course failure in Math	1	14	22	27	14	27	0	0	0	105
Level 1 on statewide ELA assessment	0	0	0	18	14	25	0	0	0	57
Level 1 on statewide Math assessment	0	0	0	18	13	30	0	0	0	61
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	28	25	38	15	17	0	0	0	127

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	4	29	38	54	30	40	0	0	0	195

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	1	0	20	0	1	0	0	0	26
Students retained two or more times	0	0	0	3	0	0	0	0	0	3

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	4	38	42	65	37	48	0	0	0	234
One or more suspensions	0	2	11	9	10	7	0	0	0	39
Course failure in ELA	3	25	30	44	21	24	0	0	0	147
Course failure in Math	1	14	22	27	14	27	0	0	0	105
Level 1 on statewide ELA assessment	0	0	0	18	14	25	0	0	0	57
Level 1 on statewide Math assessment	0	0	0	18	13	30	0	0	0	61
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	4	28	25	38	15	17	0	0	0	127

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	4	29	38	54	30	40	0	0	0	195

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	4	1	0	20	0	1	0	0	0	26
Students retained two or more times	0	0	0	3	0	0	0	0	0	3

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*	33	52	53	27	53	56	30		
ELA Learning Gains				44			39		
ELA Lowest 25th Percentile				38			37		
Math Achievement*	35	53	59	28	40	50	31		
Math Learning Gains				38			45		
Math Lowest 25th Percentile				40			42		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	40	54	54	17	54	59	20		
Social Studies Achievement*					58	64			
Middle School Acceleration					43	52			
Graduation Rate					47	50			
College and Career Acceleration						80			
ELP Progress		61	59				82		

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)	CSI
OVERALL Federal Index – All Students	34
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	135
Total Components for the Federal Index	4
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	33
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	5
Total Points Earned for the Federal Index	232
Total Components for the Federal Index	7
Percent Tested	98
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	13	Yes	4	4
ELL				
AMI				
ASN				
BLK	26	Yes	4	2
HSP	26	Yes	2	2
MUL	56			
PAC				
WHT	51			
FRL	30	Yes	4	2

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	14	Yes	3	3
ELL				
AMI				
ASN				
BLK	31	Yes	3	1
HSP	31	Yes	1	1
MUL	27	Yes	1	1
PAC				
WHT	47			
FRL	31	Yes	3	1

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	33			35			40					
SWD	9			13							3	
ELL												
AMI												
ASN												
BLK	27			24			32				4	
HSP	26			26			27				4	
MUL	52			57							3	
PAC												
WHT	43			58			69				4	
FRL	31			28			35				4	

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	27	44	38	28	38	40	17					
SWD	13	16	0	10	26	17						
ELL												
AMI												
ASN												
BLK	22	42	43	20	37	45	10					
HSP	26	37		26	37		31					
MUL	17	42		22	25							
PAC												
WHT	42	56		53	46		38					
FRL	23	40	36	25	38	40	16					

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	30	39	37	31	45	42	20					82
SWD	3	36		3	9		0					
ELL	42			33								82

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
AMI												
ASN												
BLK	26	29	25	27	36	46	10					
HSP	41			36								92
MUL	25			24								
PAC												
WHT	34	57		43	43		25					
FRL	23	34	35	25	43	41	15					92

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

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	49%	53%	-4%	54%	-5%
04	2023 - Spring	32%	54%	-22%	58%	-26%
03	2023 - Spring	27%	49%	-22%	50%	-23%

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	24%	52%	-28%	59%	-35%
04	2023 - Spring	48%	58%	-10%	61%	-13%
05	2023 - Spring	42%	54%	-12%	55%	-13%

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	40%	51%	-11%	51%	-11%

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.

K-2 Reading, 3rd Grade ELA, 3rd Grade Math, and 4th Grade ELA were lowest in the school. Overall contributing factors included the initial low performance during PM1.
3rd Reading - 11% Proficient PM1
4th Reading - 15% Proficient PM1
5th Reading - 21% Proficient PM1
3rd Math - 3% Proficient PM1
4th Math - 4% Proficient PM1
5th Math - 5% Proficient PM1
K-2 Reading PM3 - 33% compared to district average of 57%

Other contributing factors included new teachers and new curriculum/standards being implemented in the school. Idylwild also experiences significant attendance issues as well as high mobility of students and discipline issues which result in students missing instruction.

Additionally, small group instruction and differentiation were observed only observed 42% of the time.

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

Greatest decline, or lack of improvement, was K-2 reading as well as 3rd grade reading and math. Contributing factors are the same as above. New teachers and new curriculum/standards being implemented in the school. Idylwild also experiences significant attendance issues as well as high mobility of students and discipline issues which result in students missing instruction. Additionally, small group instruction and differentiation were observed only observed 42% of the time.

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.

All ELA and Math. Contributing factors are the same as above. New teachers and new curriculum/standards being implemented in the school. Idylwild also experiences significant attendance issues as well as high mobility of students and discipline issues which result in students missing instruction. Additionally, small group instruction and differentiation were observed only observed 42% of the time.

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

5th grade science and 4th grade math showed the most growth. 5th grade science jumped from 17% to 41% proficient. 4th grade math went from 4% proficient in PM1 to 51% proficient in PM3. We added a new teacher to fifth grade and required ongoing hands on activities during each unit of instruction. Additionally, 4th grade focused on math instruction and our district math coach provided ongoing assistance/coaching with all grade levels.

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

Number of students with a substantial reading deficiency.
Course Failure in Reading and Math

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

Our highest priorities are:
Data-driven Small Group instruction and differentiation - implementing intervention curriculum with fidelity.
Tier 1 Standards-based Instruction using core curriculum
Decrease number of discipline referrals and days of lost instruction.
Increase overall performance of students and increase percent learning gains.

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

#1. Instructional Practice specifically relating to Differentiation

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.

During the 22-23 school year our main focus was Tier 1 instruction using the core curriculum. Through these efforts we saw implementation of the core curriculum with fidelity increase in all areas. Walkthrough data shows implementation of the core program with fidelity at 90%. Consequently, walkthrough data shows differentiation of instruction at 42%.

As a result, one area of focus will be Differentiation of Instruction. Specifically we will focus our attention on how and when teachers provide differentiated instruction to students. Differentiation will be expected during instruction through the use of small groups as well as differentiation of support and content. Differentiation will also occur through the use of tiered academic and behavioral interventions during and after school.

Formative/summative data will be used to determine small groups and drive differentiation.

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

90% of walkthroughs conducted during ELA block will show differentiation through small group instruction.
Learning Gains for all students: 50%
Lowest Quartile Learning Gains: ELA - 41%, Math - 41%
All ESSA Subgroups will achieve a score of 41% or higher on the ESSA Federal index.

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

This area of focus will be monitored through the use of weekly classroom walkthroughs, data chats, Title 1 instructional logs, curriculum and intervention-based program monitoring tools. Data from Unit and Chapter assessments from Benchmark Advance, Go Math, and HMH Science will be collected.

Person responsible for monitoring outcome:

James Kuhn, III (kuhnje@gm.sbac.edu)

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.)

Students will receive Tier 2 and/or 3 interventions in reading and/or math provided by Title 1 teachers, high dose tutors. Additionally, teachers will pull small groups during core instruction designed to target students based on assessment data. Teachers will receive content area coaching and professional development in the area of differentiation through small group instruction.

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

Students lack the prerequisite skills needed for mastery of grade-level content. Level of evidence is data from ongoing classroom performance, district progress monitoring assessments, and state assessments (FAST/STAR). Criteria used to make this determination is the students' performance and mastery of content.

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.

1. Students received supplemental Tier 2 and 3 interventions.
A. Students are identified using multiple sources of data including District Baseline Assessments, Bi-quarterly and Quarterly Assessments, weekly test scores, and data from state and district assessments (e.g. FSA, ISIP, iReady).
B. Students are placed into tier 2 and/or tier 3 academic interventions.
C. Students receive interventions during and after the school day. Teachers are trained and students receive interventions during non-core academic times (e.g. Specials and Teacher PE). Interventions are taught by Title 1 intervention teachers along with classroom teachers.

Person Responsible: Rana Hyder (hyderra@gm.sbac.edu)

By When: This action step will begin two weeks after the start of the school year and continue through the end of the year.

2. Teachers receive training in Multi-tiered Systems of Support and intervention programs being used at the school.
A. All teachers will be trained in the purpose of MTSS/RtI, the different tiers of instruction, and how those tiers translate into differentiated support for students in the classroom.
B. Training will also include the process and steps to take when referring students for additional supports.
C. Programs used for Interventions include the following:
- SIPPS, Magnetic Reading, Heggerty, Core Curriculum Intervention programs, Istation, iReady Great Leaps.

Person Responsible: Jennifer Taylor (taylorjp@gm.sbac.edu)

By When: MTSS Training will occur no later than November 2023.

#2. Instructional Practice specifically relating to Benchmark-aligned Instruction

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

Our second area of focus is high quality Tier 1 instruction in all grade levels.

Review of current and historical data including, but not limited to, FAST scores shows while progress was made it was not at the level we anticipated.
A review of our Percent Proficient data for PM3:
K-2 Reading - 33% compared to district average of 57%
1st Reading - 29% compared to district average of 57%
2nd Reading - 37% compared to district average of 57%
K-2 Math - 51% compared to district average of 62%
Kg Math - 50% compared to district average of 52%
1st Math - 53% compared to district average of 71%
2nd Math - 49% compared to district average of 63%

3rd - 5th PM1 to PM3:
3rd-5th Reading - showed a 16.62 point gain PM1 to PM 3, second highest in the district.
3rd Reading - 11% Proficient PM1 to 27% Proficient PM3
4th Reading - 15% Proficient PM1 to 33% Proficient PM3
5th Reading - 21% Proficient PM1 to 49% Proficient PM3
3rd - 5th Math showed a 23.56 point gain from PM1 to PM3. 12th highest in district.
3rd Math - 3% Proficient PM1 to 25% Proficient PM3
4th Math - 4% Proficient PM1 to 51% Proficient PM3
5th Math - 5% Proficient PM1 to 43% Proficient PM3
Overall Science performance jumped from 17% in 22-23 to 41% in 23-24.

We witnessed incredible growth in some areas, but others fell far short of our goal (41%). As a result we will continue to focus on Tier 1 instruction and our walkthrough focus will be on explicit, systematic, and differentiated instruction using the core curriculum.

In order to achieve a school grade of C we anticipate all areas must achieve an average of 41% during the 23-24 school year.

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

95% of walkthroughs conducted will show implementation of core curriculum
90% of walkthroughs will show explicit, systematic, and differentiated instruction.
The percent of students scoring at or above proficiency will average 41% or higher.
All ESSA Subgroups will achieve a score of 41% or higher on the ESSA Federal index.

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

Data will be collected through ongoing assessments and progress monitoring, data chats, and district assessments. Resources used for this strategy will include, but are not limited to, supplemental reading and math curriculum, during and after school tutoring, and professional development tied to unpacking standards, content complexity, and data analysis. Additionally, Instructional Walkthroughs will be used to monitor implementation of core curriculum and fidelity of instruction.

Person responsible for monitoring outcome:

Erica Warring (warrinet@gm.sbac.edu)

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.)

Provide standards-based instruction to all students, in whole and small groups, that matches the level of content complexity required, assessments that are aligned to test item specifications, and reteaching based on a review of relevant data during and after the school day. This will be planning, walkthroughs, data.

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

Per John Hattie's research (Visible Learning):
1. Mathematics Direct or Guided
Potential to considerably accelerate
Definition: The teaching of math in a more direct or guide on side approach.
Effect size: 0.61
2. Comprehensive reading programs
Potential to accelerate
Definition: Programs that include many elements to teach reading, usually aimed at specific groups of students (pre-school, middle, high school, minority)
Effect size: 0.47
3. Direct instruction
Potential to considerably accelerate
Definition: Refers to instructional approaches that are structured, sequenced, and led by teachers. Direct instruction requires teachers to: have clear learning intentions and success criteria, building a commitment and engagement among the students in the learning task; use modeling and checking for understanding in their teaching; and engage in guided practice so that every student can demonstrate his or her grasp of new learning by working through an activity or exercise under the teacher's direct supervision.
Effect size: 0.59

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.

. Focused and targeted instruction based on information in data chats and collaborative planning sessions.
- Instruction will be monitored through the use of walkthroughs and formal observations conducted by school administration and instructional coaches.
- Large and small group instruction driven by ongoing data analysis and progress monitoring.

Person Responsible: James Kuhn, III (kuhnje@gm.sbac.edu)

By When: Ongoing throughout the year.

2. Ongoing Collaborative Planning
A. Individual teams meet 1-2 times per month with sessions being guided by a member of the school leadership team, district coaches, or state specialist.
B. Teams will use the following to guide their planning sessions:
- Math and ELA Standards Based Planning Protocols

- Achievement Level Descriptions
- BEST Implementation Guides
- Test Item Specifications
- District/Curriculum Scope and Sequence
- cPalms

C. Identification of strategies and lesson structures to be used in large and small group instruction to provide for tier 1 instruction as well as differentiation.

D. Lesson development and implementation will be monitored through walkthroughs and lesson plan submission.

Person Responsible: Rana Hyder (hyderra@gm.sbac.edu)

By When: Ongoing throughout the school year.

Implement the Benchmark Advance Supplement Resource "Accessing Complex Texts - Annotate, Collaborate, Think About Text during small group instruction.

Person Responsible: Rana Hyder (hyderra@gm.sbac.edu)

By When: Ongoing throughout year.

#3. 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.

Implement PBIS and Stop and Think with fidelity.

A review of the 2022-2023 data shows there were 124 separate out of school suspensions which is a reduction of 44% from the previous year. Additionally, approximately 219 of Idylwild students 10% or greater absences. In all, 230 students had two or more Early Warning Indicators.

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

Reduce out of school suspensions for African America students by 20%.
Decrease by 10% the number of students who have attendance below 90%.

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

Monitoring of discipline, suspension, and attendance data in weekly leadership meetings, monthly PBiS meetings, and faculty meetings.

Person responsible for monitoring outcome:

Rayna Aarons (aaronsrp@gm.sbac.edu)

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.)

Implementation of a Tier 1 Positive Behavior Support and Attendance system that includes recognition of positive, pro-social behaviors, schoolwide social emotional instruction, and increased awareness of culturally responsive techniques for managing behavior and all interactions.

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

Building a positive school culture centered on teaching prosocial behavior, recognizing positive behavior, and involving staff in learning about culturally responsive teaching and behavior management will empower students and staff to solve problems in ways other than those that may result in suspension. Evidence will be gathered from referrals, PBIS activity results, and overall discipline data. Resources used for this strategy include, but are
not limited to Stop and Think social skills program, Positive Behavior Support training, and our school-based scope and sequence with connected resources.

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.

1. Implement a school-wide behavior plan integrating all components of Positive Behavioral Interventions and Supports (PBIS).

Person Responsible: Rayna Aarons (aaronsrp@gm.sbac.edu)

By When: May 2023

1. Integrate basic life skills programs designed to help students develop
social and emotional competencies into daily school practice.
A. BLS time built into school schedule.
B. Scope and Sequence of lessons and related materials provided to teachers to use during designated times.
c. Stop and Think Social Skills lessons are taught every Wednesday by homeroom teacher.

Person Responsible: Stephanie Scott (scottsl@gm.sbac.edu)

By When: May 2023

Weekly attendance meetings that include AP, district Truancy Officer, and Family Liaisons. Purpose of the meetings will be to review ongoing attendance, plan for tiered interventions and EPTs, and assess progress of efforts to decrease absences.

Person Responsible: Kim Hill (hillky@gm.sbac.edu)

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).

The principal and SI Principal will review the data to ensure the identified areas of focus and action steps align to school needs as the data indicates. Subgroup data will be identified in addition to overall goals. Ongoing progress will be monitored on regular intervals to ensure alignment of action steps and student needs, including identified subgroups. Subgroups will be monitored in addition to school-wide, overall group data. The Title I department will facilitate the budget alignment processes to ensure student needs are met.

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

Our instructional practice for K-2 ELA will include:
- Use of district-adopted core curriculum (Benchmark Advance).
- Use of UFLI Foundations as the core phonics and phonemic awareness curriculum
- Use of the following supplemental resources for small group differentiated instruction and targeted interventions: SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), Heggerty Phonemic Awareness, Orton Gillingham
- Use of IXL and iReady computer-based resources
- Afterschool tutoring using research-based programs to supplement our standards-based program for instruction.

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

Our instructional practice for 3-5 ELA will include:
- Use of district-adopted core curriculum (Benchmark Advance).
- Use of the following supplemental resources for small group differentiated instruction and targeted interventions: Focus on Comprehension, Magnetic Reading, and Phonics for Reading
- Use of IXL and iReady computer-based resources
- Afterschool tutoring using Magnetic Reading (Formerly Ready Florida) as our standards-based program for instruction.

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 percent of students scoring at or above proficiency will average 41% or higher or comparable levels on the state progress monitoring tool (e.g. Renaissance Testing). Quarterly DIBELS assessments and monthly iReady
assessments will also be used to monitor K-2 progress.

All ESSA Subgroups will achieve a score of 41% or higher on the ESSA Federal index.

Grades 3-5 Measurable Outcomes

The percent of students scoring at or above proficiency will average 41% or higher or comparable levels on the state progress monitoring tool (e.g. FAST).

All ESSA Subgroups will achieve a score of 41% or higher on the ESSA Federal index.

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.

The school's Areas of Focus will be monitored through frequent monitoring of data and subsequent data chats with teams or individuals. Data will be pulled from state progress monitoring instruments, district curriculum assessments, and school/class assessment tools. Curriculum-based assessments are all housed in the district database (Illuminate) and the data can be disaggregated based on standard, items, and ESSER categories.

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

Hyder, Rana , hyderra@gm.sbac.edu

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?

Provide standards-based instruction to all students, in whole and small groups, that matches the level of content complexity required in addition to supplemental ELA instruction. Specifically, teachers will provide direct instruction guided by lesson plans, core curriculum, and collaborative planning.

Teachers will be expected to use Standards Focus Boards to guide the introduction of lessons and standards and then as a supplement throughout the lesson. UFLI Foundations instruction will take place

in K-2 along with UFLI for 3-5 interventions.

Common classroom walkthrough forms will be used by all administrators and coaches. The walkthrough form is designed to give specific and direct feedback to teachers as well as identify trends in instruction. Look-fors are in the following areas: Explicit Instructions, Systematic Instruction, Differentiated Instruction, Collaboration, Task Alignment, Questioning, Student Engagement, and PBIS. Evidence and feedback will be reviewed in coaching review meetings with leadership. Coaching support will be reviewed and coaches deployed as needed.

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?

All students require high quality Tier 1 instruction directly connected to the grade level standards in addition to supplemental instruction. Hattie has identified Direct Instruction as a practice with the "Potential to Considerably Accelerate" with an effect size of .59.

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
Idylwild is working with Tonja Boswell, district Literacy Implementation Specialist, and Destiny Collins, district PDS, to provide ongoing professional development to staff specifically related to core curriculum implementation, small group instruction/differentiation, and writing instruction. Additionally, we our working with Chris Chaplin, FLDOE State Regional Literacy Director, on coaching and leadership with our school-based Literacy Leadership Committee.	Hyder, Rana , hyderra@gm.sbac.edu

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.

This schoolwide improvement plan, UniSIG budget, and SWP will be reviewed and disseminated in the following ways:
- Present to staff in faculty and staff meetings and receive feedback.
- Present in School Advisory Council Meetings and receive feedback and suggestions.
- Post to school website
- E-mail to families through the use of our school phone home systems.
- Present overarching areas of focus and plan in Community Assessment Team Meetings throughout year.

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 will hold our Annual Parent Meeting in September and then provide flexible opportunities for parents and families to participate in organized and ongoing workshops and meetings by:
- Convening meetings at convenient times for parents.
- Offer flexible time schedules such as mornings, school hours, early afternoon, and early evenings.
- Child care and other related services will be available as needed to enable parents to attend meetings.
- Invite parents and community members to participate in our School Advisory Council (SAC) and other school communities to help in the involvement, planning, and review of Title I programs.

The school will implement the following activities as a means to build the capacity for strong parental and family engagement and to support a partnership among the school, families, and the community to improve student academic achievement.

Provide information about the school's Title I status, services, and additional resources provided that are designed to increase academic achievement

Additionally we will hold parent night events that focus on:
Three Data Standards & Curriculum Nights - teachers will review the student's current data with families. Families will learn activities they can use at home to help their children improve on F.A.S.T. tested standards in ELA, Math, and Science. Provide information for parents about technology resources available on-line for their students through MyPortal that are designed to increase student achievement in ELA and Math. We will also share how to access Skyward gradebook

KG Round Up
Parents will learn how to register their child for Kindergarten, learn about the ELL program, and the Kindergarten curriculum.
Fifth Grade Transition and Middle School Magnet Night
Families will learn what to expect with the transition to middle school and what magnet programs are available.
January 2024

Staff Training

The school will provide the following professional development activities to educate the teachers and school staff in how to reach out to, communicate with, and work with parents and families as equal partners and in how to implement and coordinate family programs, and build relationships between families and the school.

Review of District and School-level Parent & Family Engagement Plans
Review of Home-School Compact and School Improvement Plan
Home-School Communication Training
Positive Behavior Support Model Refresher

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))

We plan to strength our academic program by focusing on small group instruction, tier 1 standards-based instruction, and implementation of a strong PBIS and attendance system. These areas of focus will strengthen the overall instructional delivery system and provide methods for the advancement and/or remediation of students based on their data.

MTSS, driven by school and student data, will help identify students who are in need of additional supports. These supports will be provided through reading and math teachers as well as our Title 1 intervention teams.

Implementation of a robust PBIS program will reduce the amount of discipline referrals likely resulting in a reduction of out of class time for students.

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))

Development of this plan occurred in coordination with district and state Title 1 departments and includes specific program designed to positively impact students. Specifically we are implementing Project Achieve Stop and Think social skills program, Conscious Discipline, System of Care Social Worker, and partnering with Village Counseling.

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))

Our school counselor is our point person for all counseling and school-based mental health services. She closely monitors overall emotional needs of our students and coordinates our collaboration with System of Care and Village Counseling. This is crucial and provides wraparound and mental health supports to our families and students.

We will continue our work with state and local PBIS leaders to ensure fidelity of implementation of our PBIS program. Additionally, we are working to implements Radkids to our school. Two of our teachers

and a paraprofessional received trainer status and we plan to continue the pilot program we introduced last spring at Idylwild.

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))

N/A

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).

Tier 1
- Academic/Behavior concerns noted by teacher.
Modify/adjust instruction to meet individual needs and Differentiate instruction (small group, re-teach, literacy workstations, etc.). Monitor progress in Tier 1 and gather supporting data from FSA, weekly tests, current grades
If Successful - Continue to modify and adjust Tier 1 as needed
Unsuccessful - Teacher meets with parents to review data and complete EPT Data Sheet and meet with Principal and AP to schedule EPT.

Tier 2
Leadership team reviews student data. Student placed in interventions and teacher holds parent-teacher conference. Reviews intervention plan, data and develops PMP.
Teacher enters scores (Comprehension, Phonics, Behavior, etc.) in Skyward (weekly or biweekly). Team monitors Tier 2 interventions for minimum of 6-8 weeks.
If Successful - Document interventions in Skyward. Discuss dismissal at data chats.
If Unsuccessful - Update EPT Data Sheet and teacher completes Skyward referral and request EPT meeting. Hold EPT to move to Tier 3, interventions planned

Tier 3
Monitor progress of Tier 3 for 6-8 weeks. Second EPT meeting to review progress.
If Successful - Continue Tier 3 or move back to Tier 2 interventions.
If Unsuccessful - Refer for evaluation.

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))

Professional learning/development includes the following:
- MTSS/RtI
- Core Curriculum
- Small Group instruction, differentiation, and writing (District and State coaches support)
- PBIS
- Inclusion and UDL
- Thinking Maps
- Conscious Discipline
- iReady
- Coaching Support for Math, Science, and new teachers
- Paraprofessional training in the areas of ESE supports and implementation of school programs (PBIS, SIPPS)

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))

Pre-school students are invited to attend Kindergarten Round-Up. This event is advertised through local media and flyers. The focus of Kindergarten Round-Up is to provide information to parents of preschool children who will be entering public school for the first time. Information includes immunization needs, self-help skills, and early academic skills and school readiness resources. ESOL information and assessments are also provided. Title I provides "Florida Kids Learn" student workbooks for each student.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: Differentiation				$315,970.19
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	130	0321 - Idylwild Elementary School	UniSIG	1.0	$47,893.20
			Notes: Salary for 1 Instructional Coach to focus on Science.			
	6400	210	0321 - Idylwild Elementary School	UniSIG		$6,499.11
			Notes: Retirement Benefits @ 13.57% for 1 Instructional Coach to focus on Science.			
	6400	220	0321 - Idylwild Elementary School	UniSIG		$3,663.83
			Notes: SSI Benefits @ 7.65% for 1 Instructional Coach to focus on Science.			
	6400	230	0321 - Idylwild Elementary School	UniSIG		$8,473.00
			Notes: Group Insurance for 1 Instructional Coach to focus on Science.			
	6400	290	0321 - Idylwild Elementary School	UniSIG		$244.26
			Notes: Early Retirement Benefits @ .51% for 1 Instructional Coach to focus on Science.			
	5100	120	0321 - Idylwild Elementary School	UniSIG	1.0	$47,569.80
			Notes: Salary for 1 Intervention Teacher			
	5100	210	0321 - Idylwild Elementary School	UniSIG		$6,455.22
			Notes: Retirement Benefits @ 13.57% for 1 Intervention Teacher			
	5100	220	0321 - Idylwild Elementary School	UniSIG		$3,639.09
			Notes: SSI Benefits @ 7.65% for 1 Intervention Teacher			
	5100	230	0321 - Idylwild Elementary School	UniSIG		$8,473.00

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
			Notes: Group Insurance for 1 Intervention Teacher			
	5100	290	0321 - Idylwild Elementary School	UniSIG		$242.61
			Notes: Early Retirement Benefits @ .51% for 1 Intervention Teacher			
	5100	369	0321 - Idylwild Elementary School	UniSIG		$3,468.00
			Notes: Technology Related Rental for iReady Math Toolbox which is a digital collection of instructional materials designed to support teachers in delivering research-based instruction, remediation and enrichment to students in whole class, small group or individualized assignments.			
	5100	120	0321 - Idylwild Elementary School	Title, I Part A	2.0	$117,160.20
			Notes: Salaries - Intervention Teachers			
	5100	210	0321 - Idylwild Elementary School	Title, I Part A		$15,898.64
			Notes: Retirement Benefits - Intervention Teachers			
	5100	220	0321 - Idylwild Elementary School	Title, I Part A		$8,962.75
			Notes: SSI Benefits - Intervention Teachers			
	5100	230	0321 - Idylwild Elementary School	Title, I Part A		$16,946.00
			Notes: Insurance Benefits - Intervention Teachers			
	5100	290	0321 - Idylwild Elementary School	Title, I Part A		$597.52
			Notes: Early Retirement Benefits - Intervention Teachers			
	5100	520	0321 - Idylwild Elementary School	Title, I Part A		$4,024.31
			Notes: Magnetic Reading Books			
	5100	369	0321 - Idylwild Elementary School	Title, I Part A		$13,910.00
			Notes: i-Ready Math Site License			
	5100	120	0321 - Idylwild Elementary School	Title, I Part A		$1,718.20
			Notes: Title I Lead Teacher Supplemental - Monitoring and implementation of the schoolwide Title I program.			
	5100	220	0321 - Idylwild Elementary School	Title, I Part A		$131.45
			Notes: SSI benefits for the Title I Lead Teacher Supplemental			
2	**III.B.**	**Area of Focus: Instructional Practice: Benchmark-aligned Instruction**				**$117,560.21**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300	110	0321 - Idylwild Elementary School	UniSIG	0.14	$13,836.83
			Notes: Salary for School Improvement Principal Specialist to work in partnership with the school administration to review the data to ensure the identified areas of focus and action steps align to school needs as the data indicates. Subgroup data will be identified in			

			addition to overall goals. Ongoing progress will be monitored on regular intervals to ensure alignment of action steps and student needs, including identified subgroups. Subgroups will be monitored in addition to school-wide, overall group data as outlined in Section IV.			
	6300	210	0321 - Idylwild Elementary School	UniSIG		$1,877.66
			Notes: Retirement benefits @ 13.57% for School Improvement Principal Specialist			
	6300	220	0321 - Idylwild Elementary School	UniSIG		$1,058.52
			Notes: SSI benefits @ 7.65% for School Improvement Principal Specialist			
	6300	230	0321 - Idylwild Elementary School	UniSIG		$1,145.88
			Notes: Insurance benefits for School Improvement Principal Specialist			
	6300	290	0321 - Idylwild Elementary School	UniSIG		$70.58
			Notes: Early Retirement benefits @ 0.51% for School Improvement Principal Specialist			
	5100	520	0321 - Idylwild Elementary School	UniSIG		$244.00
			Notes: 2 - ACT NOW! Grade 4 Classroom Sets @ $107.00 each plus $30.00 for shipping. Each kit contains: Teacher Guide, 6 workbooks, 1 PD book.			
	6300	120	0321 - Idylwild Elementary School	UniSIG		$18,900.00
			Notes: 35 Teacher stipends for 27 hours each @ $20/hr for Collaborative Planning beyond regular contract hours			
	6300	220	0321 - Idylwild Elementary School	UniSIG		$1,445.85
			Notes: SSI Benefits @ 7.65% for 35 Teacher stipends for 27 hours each @ $20/hr for Collaborative Planning beyond regular contract hours			
	6400	130	0321 - Idylwild Elementary School	UniSIG		$1,080.00
			Notes: 2 Instructional Coach stipends for 27 hours each @ $20/hr. to facilitate Collaborative Planning beyond regular contract hours			
	6400	220	0321 - Idylwild Elementary School	UniSIG		$82.62
			Notes: SSI Benefits @ 7.65% for 2 Instructional Coach stipends for 27 hours each @ $20/hr. to facilitate Collaborative Planning beyond regular contract hours			
	6300	510	0321 - Idylwild Elementary School	UniSIG		$556.39
			Notes: General office supplies (pens, pencils, markers, chart paper, highlighters, post-it notes, copy paper) for 35 teacher and 2 instructional coaches @ $15.04 each to support Collaborative Planning beyond regular contract hours.			
	5100	520	0321 - Idylwild Elementary School	UniSIG		$414.00
			Notes: 6 - Sets of 6 ACT NOW! Grade 4 student workbooks @ $64/set plus $30.00 for shipping			
	6400	130	0321 - Idylwild Elementary School	Title, I Part A		$56,169.30
			Notes: Salary - Title I Instructional Intervention Coach			

	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	210	0321 - Idylwild Elementary School	Title, I Part A		$7,622.17
		Notes: Retirement Benefits - Title I Instructional Intervention Coach				
	6400	220	0321 - Idylwild Elementary School	Title, I Part A		$4,296.95
		Notes: SSI Benefits - Title I Instructional Intervention Coach				
	6400	230	0321 - Idylwild Elementary School	Title, I Part A		$8,473.00
		Notes: Insurance Benefits - Title I Instructional Intervention Coach				
	6400	290	0321 - Idylwild Elementary School	Title, I Part A		$286.46
		Notes: Early Retirement Benefits - Title I Instructional Intervention Coach				
3	**III.B.**	**Area of Focus: Positive Culture and Environment: Early Warning System**				**$204,289.49**
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6110	160	0321 - Idylwild Elementary School	UniSIG	0.88	$28,886.43
		Notes: Salary for 1, 7-hour Family Liaison to provide going support to families with a focus on school attendance and community resources. The Family Liaison will participate in weekly attendance meetings that include AP, district Truancy Officer, and Family Liaisons. Purpose of the meetings will be to review ongoing attendance, plan for tiered interventions and EPTs, and assess progress of efforts to decrease absences. The personnel position was pre-approval by BSI via email on July 19, 2023.				
	6110	210	0321 - Idylwild Elementary School	UniSIG		$3,919.89
		Notes: Retirement Benefits @ 13.57% for 1, 7-hour Family Liaison				
	6110	220	0321 - Idylwild Elementary School	UniSIG		$2,209.81
		Notes: SSI Benefits @ 7.65% for 1, 7-hour Family Liaison				
	6110	230	0321 - Idylwild Elementary School	UniSIG		$8,473.00
		Notes: Group Insurance for 1, 7-hour Family Liaison				
	6110	290	0321 - Idylwild Elementary School	UniSIG		$147.32
		Notes: Early Retirement Benefits @ .51% for 1, 7-hour Family Liaison				
	6400	130	0321 - Idylwild Elementary School	Title, I Part A	0.75	$40,941.60
		Notes: Salary - Behavior Intervention Coach				
	6400	210	0321 - Idylwild Elementary School	Title, I Part A		$5,555.78
		Notes: Retirement Benefits - Behavior Intervention Coach				
	6400	220	0321 - Idylwild Elementary School	Title, I Part A		$3,132.03
		Notes: SSI Benefits - Behavior Intervention Coach				

	6400	230	0321 - Idylwild Elementary School	Title, I Part A		$8,473.00
			Notes: Insurance Benefits - Behavior Intervention Coach			
	6400	290	0321 - Idylwild Elementary School	Title, I Part A		$208.80
			Notes: Early Retirement Benefits - Behavior Intervention Coach			
	7300	110	0321 - Idylwild Elementary School	Title, I Part A	1.0	$77,100.00
			Notes: Salary - Supplemental Assistant Principal			
	7300	210	0321 - Idylwild Elementary School	Title, I Part A		$10,462.47
			Notes: Retirement Benefits- Supplemental Assistant Principal			
	7300	220	0321 - Idylwild Elementary School	Title, I Part A		$5,898.15
			Notes: SSI Benefits- Supplemental Assistant Principal			
	7300	230	0321 - Idylwild Elementary School	Title, I Part A		$8,488.00
			Notes: Insurance Benefits- Supplemental Assistant Principal			
	7300	290	0321 - Idylwild Elementary School	Title, I Part A		$393.21
			Notes: Early Retirement Benefits- Supplemental Assistant Principal			
					Total:	$637,819.89

Budget Approval

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

No