Wayman Academy Of The Arts School

2023-24

Schoolwide Improvement Plan (SIP)

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Wayman Academy Of The Arts

1176 LABELLE ST, Jacksonville, FL 32205

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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.

Wayman Academy of the Arts will provide a relational, relevant and rigorous academic and arts program. Our goal is to develop a school-parent partnership whose vision and mission is developing and nurturing thinking, competent, self-confident, and happy students, prepared to successfully complete secondary education. Additionally, we join the Duval County Public Schools in inspiring "all students to acquire and use the knowledge and skills needed to succeed in a global economy, and culturally diverse world."

Provide the school's vision statement.

To provide a learning environment that is innovative, challenging and nurturing through the exposure of the Fine Arts. We will enhance our partnership with students, parents, and the community for the overall well-being and education of our children.

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
Almon, Marla	Principal	The primary leader of the school building. Developing, implementing, and evaluating the programs within the school and looking for ways to improve the student experience by making changes to improve the quality of the instructional and social/emotional programs. Analyzing student data, providing individualized and prescriptive professional development for teachers and support staff members. In addition to these responsibilities, the principal is responsible for setting and meeting the school's budget, all federal grants and work collaboratively with stakeholders/ community members.
Carter, Martin	Assistant Principal	The Assistant Principal's job and responsibilities include monitoring instruction, analyzing student data, discipline, providing individualized and prescriptive professional development for teachers and support staff members. In addition to these responsibilities, the Assistant principal is responsible for increasing student achievement, ensuring managerial operations are effective and consistent and working with all federal grants and work collaboratively with stakeholders/community members.
Haughton, Amari	Math Coach	Providing support in analyzing student assessment data in Math and Science. Assist teachers with modeling and designing instructional plans.
McDaniel, Gabriel	School Counselor	Providing counseling support to students, teaching classroom guidance lessons, facilitating MT meetings, provide crisis intervention, provide MRT training to staff, processing referrals (i.e. gifted, 504, speech).
Horn, Annetta	Reading Coach	Providing support in analyzing student assessment data in ELA/Reading. Assist teachers with modeling and designing instructional plans.

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.

The WAA administration, leadership team, and school staff recognize the importance of increased parent and stakeholder involvement. All parents and stakeholders are invited to participate in planning and/or revising our SIP to ensure it is meeting their needs. From each meeting surveys are used to document parental/stakeholder input. The information from these surveys are used to assist WAA administration, leadership team and staff with writing and/or revising our SIP.

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 SIP will be monitored on a monthly basis and based on student assessment data, revisions to the SIP will be made accordingly to ensure continuous improvement. The SIP will be monitored by the WAA leadership members (Principal, Assistant Principal, Reading and Math Coaches).

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 KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	99%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	Yes
RAISE School	No
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)* Economically Disadvantaged Students (FRL)*
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: F 2019-20: A 2018-19: A 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	5	6	5	7	6	3	0	0	0	32
One or more suspensions	1	5	0	0	2	1	0	0	0	9
Course failure in English Language Arts (ELA)	2	0	0	0	0	0	0	0	0	2
Course failure in Math	2	0	0	0	0	0	0	0	0	2
Level 1 on statewide ELA assessment	0	0	0	9	8	10	0	0	0	27
Level 1 on statewide Math assessment	0	0	0	6	5	13	0	0	0	24
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	9	8	7	9	8	10	0	0	0	51

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	6	5	7	8	10	0	0	0	41

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	5	2	1	0	3	0	0	0	11
Students retained two or more times	0	1	0	2	1	2	0	0	0	6

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
Absent 10% or more school days		
One or more suspensions		
Course failure in English Language Arts (ELA)		
Course failure in Math		
Level 1 on statewide FSA ELA assessment		
Level 1 on statewide FSA Math assessment		
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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 school days	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	
Level 1 on statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	22	48	53	30	50	56	37		
ELA Learning Gains				42			38		
ELA Lowest 25th Percentile				17					
Math Achievement*	30	58	59	26	48	50	54		
Math Learning Gains				28			50		
Math Lowest 25th Percentile				23					
Science Achievement*	11	52	54	8	59	59	38		
Social Studies Achievement*					63	64			
Middle School Acceleration					53	52			
Graduation Rate					46	50			
College and Career Acceleration						80			
ELP Progress		54	59						

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	19
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	76
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	25

2021-22 ESSA Federal Index	
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	174
Total Components for the Federal Index	7
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				
ELL				
AMI				
ASN				
BLK	19	Yes	2	2
HSP				
MUL				
PAC				
WHT				
FRL	19	Yes	2	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	20	Yes	3	1
ELL				
AMI				
ASN				
BLK	26	Yes	1	1
HSP				

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%
MUL				
PAC				
WHT				
FRL	25	Yes	1	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	22			30			11					
SWD												
ELL												
AMI												
ASN												
BLK	24			28			12				4	
HSP												
MUL												
PAC												
WHT												
FRL	22			30			11				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	30	42	17	26	28	23	8					
SWD	11	31		11	25							
ELL												
AMI												
ASN												

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
BLK	29	43	18	27	30	25	9					
HSP												
MUL												
PAC												
WHT												
FRL	30	42	17	26	28	23	8					

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	37	38		54	50		38					
SWD	14			29								
ELL												
AMI												
ASN												
BLK	37	34		54	47		34					
HSP												
MUL												
PAC												
WHT												
FRL	37	38		54	50		38					

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	32%	47%	-15%	54%	-22%
04	2023 - Spring	29%	50%	-21%	58%	-29%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	16%	46%	-30%	50%	-34%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	11%	59%	-48%	59%	-48%
04	2023 - Spring	65%	58%	7%	61%	4%
05	2023 - Spring	21%	52%	-31%	55%	-34%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	11%	48%	-37%	51%	-40%

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.

For the 2021-2022 school year, students performed the lowest in Science. Factors attributed to last year's low performance in Science were the Fifth grade Science position remained vacant for the entire school year,
inconsistent Science instruction, limited high quality professional development, lack of lab resources and manipulatives and learning loss due to the onset of COVID in addition to summer learning loss.

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

Science had the greatest decline from the prior year. The thirty point drop was attributed to a Fifth grade Science position remained vacant for the entire school year, inconsistent Science instruction, limited high quality professional development, lack of lab resources and manipulatives and learning loss due to the onset of COVID in addition to summer learning loss.

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.

District and state data not available at this time.

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

ELA learning grains showed the most improvement . For the 2021-2022 school year, the following measures were taken to improve ELA instruction: All grade levels benefited from a 2.5 hour ELA block, which consisted of 90 minutes of reading instruction and 60 minutes of writing instruction. Regular, focused small group instruction was held for high risk and bottom quartile students. iReady supplemental Instructional materials were used based upon I-Ready performance data. All teachers utilized RTI and Guided Reading documentation to track student progress. The school day started 30 minutes earlier to provide extra tutoring time to students.

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

Based on the EWS data from Part I, student attendance is an area of concern. WAA has made a significant improvement in hiring and maintaining certified teachers. However, students' lack of consistent attendance continues to manifest in learning loss.

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

1. Instructional Practice related to ELA
2. Instructional Practice related to Small Group Instruction (Math and Science)
3. Positive Culture and Environment specifically relating to Early Warning System (Student Attendance)

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

#1. Instructional Practice specifically relating to ELA

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

Reading is essential to all aspects of life and all subjects depend on the students ability
to read. Based on our data, only 30% of our students are reading on level and historically our
scores continue to show a decline in proficiency. Students need intensive supports and
support in developing English Language Proficiency to access to Grade Level content.
Students at our school need support with learning the foundational skills of how to read
and also understanding the content they are reading. As an Area of Focus, student
success in ELA progress will also increase student achievement in other subject areas.

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

Increase schoolwide ELA proficiency from 30% to 42%.

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

Our Leadership Team will continue to monitor ELA using iReady, Achieve 3000 and FAST progress
monitoring assessments, classroom walk-through observation instrument and CAST observations used by
administrators. Plans for teachers to observe other grade level teachers in their use of whole group, small
group, and one-on-one instructional practices that are aligned to the standard(s) being taught. During
weekly PLCs, ELA data will be analyzed by teachers and the leadership team. Reading coach will support
novice teachers by implementing a coaching cycle to improve ELA instruction and best practices.

Person responsible for monitoring outcome:
Marla Almon (almonm@duvalschools.org)

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.)

Differentiated Instruction / Small Group Instruction: Based on data, breaking groups of students into
smaller groups to ensure Tier II support is given. Not all students are on the same level, but all standards
must be mastered. Small group instruction will allow teachers to meet students at their level to support
their needs.
Progress Monitoring: Ensuring whole group lessons, interventions, and assessments
are done with fidelity. Checking effectiveness from student data. Classroom walk-throughs: Collecting data
from classrooms in real time and providing immediate and clear feedback for teachers and school
leadership team to work together to ensure effectiveness.

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

Data Driven Lesson Planning: Understanding where students are with mastery of benchmarks, using data from
informal and formal assessments, planning clear objectives, implementation, and checking for understanding
when lesson planning. Data driven collaborative planning sessions (PLCs) on a weekly basis will ensure
all students have access to appropriate standards based instruction.
Differentiated instruction/small group based on data will ensure appropriate Tier II supports are given.
Small group instruction will allow teacher to tailor instruction to meet the needs of our diverse population.

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.

Ensure teachers are equipped to implement the strategies listed above. Monthly professional development during Early Dismissal Days and PLCs will be essential for the WAA Leadership Team to support teachers based on observational data and teacher feedback. Professional topics will will be selected for each Early Dismissal and PLCs based on student performance and observational data. Provide immediate feedback on any observation/classroom walk-through conducted by the school's leadership . Discussing and analyzing specific data pertaining to ELA to ensure student success and progress monitoring. Classroom paraprofessional will be utilized to assist classroom teacher with Small Group Instruction to meet students at their level to support
their needs.

Person Responsible: Marla Almon (almonm@duvalschools.org)

By When: The action steps and the use of a classroom paraprofessional will be implement starting in August. Professional development will occur monthly during Early Dismissal Days, PLCs and Classroom observations will be weekly.

#2. Instructional Practice specifically relating to Small Group 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.

In order to address foundational needs in Math and Science, small group instruction will allow teachers the opportunity to work closely with students by providing tailored lessons focused on student learning strengths and academic gaps within Math and Science. Small group instruction will provide students identified as Tier II and Tier III with intensive and consistent remediation to help them achieve at least one year's growth. This area of focus was identified based on our historical assessment data in Math and Science. Since COVID, WAA's assessment scores have consistently decreased each year.

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

Increase Math proficiency from 26% - 46% and Science proficiency from 8% - 28%.

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

During PLCs, weekly planning sessions will focus on Math and Science concepts. Student assessment data will determine priority of standards to be addressed in small groups. Our leadership team will assist teams with analyzing student data and conduct classroom observations with immediate teacher feedback.

Person responsible for monitoring outcome:

Amari Haughton (ahaughton@wayman.org)

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.)

Differentiated Instruction / Small Group Instruction: Based on data, breaking groups of students into smaller groups to ensure Tier II support is given. Not all students are on the same level, but all standards must be mastered. Small group instruction will allow teachers to meet students at their level to support their needs.
Progress Monitoring: Ensuring whole group lessons, interventions, and assessments
are done with fidelity. Checking effectiveness from student data. Classroom walk-throughs: Collecting data from classrooms in real time and providing immediate and clear feedback for teachers and school leadership team to work together to ensure effectiveness.

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

Data Driven Lesson Planning: Understanding where students are with mastery of benchmarks, using data from
informal and formal assessments, planning clear objectives, implementation, and checking for understanding
when lesson planning. Data driven collaborative planning sessions (PLCs) on a weekly basis will ensure all students have access to appropriate standards based instruction.
Differentiated instruction/small group instruction based on data will ensure appropriate Tier II supports are given. Small group instruction will allow teacher to tailor instruction to meet the needs of our diverse population.

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.

Ensure teachers are equipped to implement the strategies listed above. Monthly professional development during Early Dismissal Days and PLCs will be essential for the WAA Leadership Team to support teachers based on observational data and teacher feedback. Professional topics will will be selected for each Early Dismissal and PLCs based on student performance and observational data. Provide immediate feedback on any observation/classroom walk-through conducted by the school's leadership . Discussing and analyzing specific data pertaining to Math and Science to ensure student success and progress monitoring. Science Lab Teacher to primarily support 5th grade students with lab / hands-on instruction and provide additional support to 3rd and 4th grade Science classes. Instructional Science materials and lab equipment will be used as resources to improve student engagement and understanding of Science standards.

Person Responsible: Amari Haughton (ahaughton@wayman.org)

By When: The action steps for small group instruction, Science Lab Teacher will be implement starting in August and end at the close of the school year in May.

#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.

According to our Early Warning Systems Data, student attendance is a critical issue. Last school year, 20% of our student population missed ten or more days of school.

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

Decrease the number of students who missed 10 or more days of school from 20% - 10%.

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

The school counselor will identify historically truant students from last school year and meet with the student and parents within the first two weeks of school. The attendance of each student will be monitored daily. Any student with 1 or more absences within a week, the parents will need to meet with the school counselor to develop a plan of support. AIT meeting will be held monthly. Schoolwide incentives will be offered to students on a weekly basis to increase student attendance and quarterly recognition for students with perfect attendance. with perfect attendance and The attendance of each student will be monitored weekly.

Person responsible for monitoring outcome:

Gabriel McDaniel (mcdanielg@duvalschools.org)

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.)

AIT Meetings
Daily and Weekly monitoring/tracking student attendance
Incentives awarded to students for attendance
School Counseling / Wrap Services to support student and families in need

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

WAA has made a significant improvement in hiring and maintaining certified teachers. However, students' lack of consistent attendance continues to manifest in learning loss. Our students must be present to learn!

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.

AIT Meetings
Daily and Weekly monitoring/tracking student attendance

Incentives awarded to students for attendance
School Counseling / Wrap Services to support student and families in need

Person Responsible: Gabriel McDaniel (mcdanielg@duvalschools.org)

By When: The action steps will be implement starting in August and end at the close of school in May.

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).

Wayman Academy meets with school and community stakeholders to review and plan how funds will be allocated to address the needs of our students. School and community stakeholders are invited to attend these meetings throughout the year. During these meetings, student performance data is shared with all stakeholders and ideas are discussed for continuous improvement. The input from all stakeholders is collected using feedback forms/surveys and information these forms are referenced and used by the leadership team to complete and/or revised our SIP.

Title I Requirements

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

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

The SIP is provided to all parents through the school's website: (https://www.waymanacademy.org/wp-content/uploads/2023/02/WAA-Charter-School-Improvement-Plan-2022-2023-Final-Update.pdf). In addition, hard copies will be available in the office. If needed (based on home language surveys), WAA will utilize the language resource TransACT for translating documents into various languages.

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))

Wayman Academy will offer parents the opportunity to participate in the planning and implementation of our Title 1 programs / SIP. Parents will be invited to attend an initial planning meeting to have input on this year's plan and give suggestions on ways to gain more parental involvement. We will distribute an annual parent survey to request ideas and suggestions from our parents. We will also place a suggestion box in the Parent Resource Room to encourage parent feedback on a regular basis. The SIP and Parental Engagement Plan will be kept in the front office for parents to review. We will also send home a

summary of the plan to all parents. We will take this step to ensure that all parents have an opportunity to review and assess the plan. Parents will be involved in the decisions regarding how funds for parental engagement will be used.1) The school will provide opportunities for regular Brick and Mortar meetings (or virtual if necessary) for parents to formulate suggestions and participate in the decision-making process. Throughout the year, various parent workshops will be held focusing on specific academic areas. Parents will be notified about these workshops via flyers (2 weeks in advance), student agenda, class DOJO and the school's website. In addition, flyers will go home a week prior to each workshop and/or event to remind parents of the upcoming event. After each a survey will be provided to enable parents the opportunity to voice their concerns, opinions, and suggestions.

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)

WAA is committed to recruiting and retaining certified teachers. This includes offering signing and retention bonuses to certified teachers. Financial support is available to assist employees who have statement of eligibility to become certified teachers. For the 2032-2024 school year, we launch a student data monitoring system to increase our ability monitor and analyze student performance across several assessment platforms. Lower performing students in math will be targeted for additional instruction. Embedded in our school day an additional 60 minutes will be use to provide RTI.

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))

Federal monies from grants are used to fund our academic coaches (Reading and Math), purchase student data monitoring systems, technology for students (laptops and SMART board), and provide signing and retention bonuses to certified teachers.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Instructional Practice: ELA				$13,320.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	5100	120	1131 - Wayman Academy Of The Arts	UniSIG	0.5	$12,120.00
			Notes: Classroom Paraprofessional Salary			
	5100	200	1131 - Wayman Academy Of The Arts	UniSIG		$1,200.00
			Notes: Classroom Paraprofessional Benefits			
2	III.B.	Area of Focus: Instructional Practice: Small Group Instruction				$54,122.87
	Function	Object	Budget Focus	Funding Source	FTE	2023-24

	5100	120	1131 - Wayman Academy Of The Arts	UniSIG	1.0	$49,500.00
			Notes: Science Lab Teacher Salary			
	5100	210	1131 - Wayman Academy Of The Arts	UniSIG	0.0	$4,500.00
			Notes: Science Lab Teacher Benefits			
	5100	510	1131 - Wayman Academy Of The Arts		0.0	$122.87
			Notes: Science Lab Equipment: Gr.3rd-5th, 3-10 pack of Safety Goals @ $33.99/each, 1-18 pieces Lab Beaker, Flask and Cylinder Set @$21.55/each			
3	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				$0.00
					Total:	$67,442.87

Budget Approval

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

No