

Lake Wales Charter Schools

Janie Howard Wilson School



2023-24

Schoolwide Improvement Plan (SIP)

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Janie Howard Wilson School

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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.

Our mission is to provide a safe and caring environment, where all students can be prepared academically and socially for our future society. Providing excellence in education through a rigorous curriculum, international awareness, and lifelong learning skills, to develop future leaders with a passion to serve and create a more peaceful world. Learning for all, whatever it takes.

Provide the school's vision statement.

Janie Howard Wilson's (JHW) vision is to provide a happy, caring, and stimulating environment where children can achieve their fullest potential. The JHW staff works together to provide a safe, nurturing learning environment that fosters curiosity, inquiry, and appreciation for life-long learning. We collectively work in partnership with parents, community, and all stakeholders to educate our students and prepare them to be productive citizens in the world of work. Learning for all: Whatever it takes!

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 |
|----------------|----------------|---|
| Griffiths, Kim | Principal | <p>Provides leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement. This includes but is not limited to the following:</p> <ul style="list-style-type: none"> * achieving results on the school's student learning goals and directing energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula; * demonstrating that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success; * working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments; * recruiting, retaining, and developing an effective and diverse faculty and staff; focusing on evidence, research, and classroom realities faced by teachers; * linking professional practice with student achievement to demonstrate the cause and effect relationship; * facilitating effective professional development; * monitoring implementation of critical initiatives; * securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice; * providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population; * employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data; * managing the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; * establishing personal deadlines for self and the entire school; * using a transparent process for making decisions and articulating who makes which decisions; * actively cultivating, supporting, and developing other leaders within the school, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders; |

| Name | Position Title | Job Duties and Responsibilities |
|---------------------|---------------------|--|
| | | <ul style="list-style-type: none"> * managing the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; * effectively managing and delegating tasks and consistently demonstrating fiscal efficiency; * understanding the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything; * using appropriate oral, written, and electronic communication and collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community; * managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; * recognizing individuals for good work; * maintaining high visibility at school and in the community; * demonstrating personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research; * engaging in professional development opportunities that improve personal professional practice and align with the needs of the school system; * and, generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives. |
| Alexander, Brittany | Assistant Principal | <p>Assists the school principal by providing leadership for and management of programs and processes related to instruction, school operations, personnel management, business management, student support services, student activities and community involvement. This includes, but is not limited to, responsibilities assigned by the principal which relate to the following:</p> <ul style="list-style-type: none"> * achieving results on the school's student learning goals and directing energy, influence, and resources toward data analysis for instructional improvement, development and implementation of quality standards-based curricula; * demonstrating that student learning is their top priority through effective leadership actions that build and support a learning organization focused on student success; |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|--|
| | | <ul style="list-style-type: none"> * working collaboratively to develop and implement an instructional framework that aligns curriculum with state standards, effective instructional practices, student learning needs, and assessments; * recruiting, retaining, and developing an effective and diverse faculty and staff; * focusing on evidence, research, and classroom realities faced by teachers; * linking professional practice with student achievement to demonstrate the cause and effect relationship; * facilitating effective professional development; * monitoring implementation of critical initiatives; * securing and providing timely feedback to teachers so that feedback can be used to increase teacher professional practice; * providing structure for and monitoring of a school learning environment that improves learning for all of the school's diverse student population; * employing and monitoring a decision-making process that is based on vision, mission, and improvement priorities using facts and data; * managing the decision making process, but not all decisions, using the process to empower others and distribute leadership when appropriate; * establishing personal deadlines for self and the entire school; * using a transparent process for making decisions and articulating who makes which decisions; * actively cultivating, supporting, and developing other leaders within the school, modeling trust, competency, and integrity in ways that positively impact and inspire growth in other potential leaders; * managing the organization, operations, and facilities in ways that maximize the use of resources to promote a safe, efficient, legal, and effective learning environment; * effectively managing and delegating tasks and consistently demonstrating fiscal efficiency; * understanding the benefits of going deeper with fewer initiatives as opposed to superficial coverage of everything; * using appropriate oral, written, and electronic communication and |

| Name | Position Title | Job Duties and Responsibilities |
|----------------|---------------------------|---|
| Finnell, Deann | Parent Engagement Liaison | <p>collaboration skills to accomplish school and system goals by practicing two-way communications, seeking to listen and learn from and building and maintaining relationships with students, faculty, parents, and community;</p> <ul style="list-style-type: none"> * managing a process of regular communications to staff and community keeping all stakeholders engaged in the work of the school; * recognizing individuals for good work; * maintaining high visibility at school and in the community; * demonstrating personal and professional behaviors consistent with quality practices in education and as a community leader by staying informed on current research in education and demonstrating their understanding of the research; * engaging in professional development opportunities that improve personal professional practice and align with the needs of the school system; * and, generating a professional development focus in their school that is clearly linked to the system-wide strategic objectives. <p>Professional duties will include the coordination, development, and implementation of parent/community skills training designed to enhance parent involvement and impact achievement. Works with outreach facilitators schools, agencies, churches and community-based organizations to strengthen home-school relationships and empower parents to participate in school activities and to take responsibility for their child's attitude towards school and learning. Coordinates the day to day activities of the Outreach Facilitators, and monitors their performance. Prepares and maintains records and reports. Provides training for staff, parents, and volunteers. Assists schools with recruitment of parents and schedules training. Ensures that parents are receiving information that will assist them with discipline, testing, and achievement issues. Communicates with parents, teachers, and administrators regarding issues and program requirements. Must be willing to work some evenings and occasional weekend events. Performance is evaluated through observation of work, training feedback, conferences, records and reports.</p> <p>Professional duties will include identifying students who are at-risk in not meeting grade level proficiency by analyzing data from identified state and district formative and summative assessments, classroom assignments, and other identified curricula-based learning tasks; collaborating with teachers to plan, implement, and evaluate interventions for identified students; identifying appropriate supplemental resources to meet students' individual needs; working with administration to implement and document activities related to the Title I Plan; monitoring students' response and communicating with administration, teachers, and parents regarding students' progress in tutoring activities.</p> |

| Name | Position Title | Job Duties and Responsibilities |
|--------------------|----------------|--|
| Borders, Elizabeth | Other | <p>Implementation of intervention strategies with students may be accomplished through "pull out" or "push in" with small groups or on a one-to-one basis, when necessary. Tutoring may occur before, during, and/or after school.</p> <p>PERFORMANCE RESPONSIBILITIES: Coordinates the referral, staffing, placement, and re-evaluation process for exceptional student education at the school level. Serves as a member of individual educational plan (IEP) meetings as the LEA representative. Provides the level and frequency of direct support to students and teachers based upon general educators' and students' need for assistance. Arranges for classroom and testing accommodations for students with disabilities. Assists in the development and adaptation of curriculum and testing materials to meet the needs of teachers and students. Models small group instruction to ESE students in general classes, as well as in a pullout setting. Serves as a resource to school personnel regarding ESE rules and regulations.</p> |
| Gunn, Genifer | Math Coach | <p>STUDENT SUPPORT RESPONSIBILITIES: Implements a program of study designed to meet individual needs of students with disabilities as outlined in the student's IEP. Provide support for ESE student achievement in the general education classroom through cooperative consultation and support facilitation. Provides small group and supplemental services beneficial to students with disabilities as an extension of regular classroom activities and modification for students on access points attending basic classes. Will assist with progress monitoring, data collection, analysis and necessary changes in the instructional program for students with disabilities based on assessed results Student responsibility will be at a school based level. LEA Facilitators will serve students with disabilities in a range specific to their school level to include a ratio not to exceed 1:15 at the elementary level, a ratio not to exceed 1:18 at the middle level, and a ratio not to exceed 1:20 at the high school level. LEA Facilitators will serve in a 70/30, meetings/student contact capacity.</p> <p>The School-based Coach is responsible for teacher-to-teacher coaching, modeling, mentoring and collaborating to promote a better articulated instructional curriculum for students. This position will also be responsible for coaching teachers about: data collection, analysis, interpretation and usage; research-based instructional strategies and programs; school improvement, and for building a shared knowledge base for teaching and learning throughout schools.</p> |

| Name | Position Title | Job Duties and Responsibilities |
|------|----------------|---|
| | | <p>Roles and responsibilities include, but are not limited to, the following:</p> <ul style="list-style-type: none"> - Assist school-based administrators and teachers in analyzing school, class, and individual student data to determine needs in the content area. - Conduct focus walks with state, district and/or school-based personnel to collect and analyze data to plan for instruction and professional development. - Assist content area teachers in planning instruction and assessments based on the national and state standards and benchmarks, using pacing charts and instructional strategies and materials effectively, and using data from formative assessments and district assessments to improve instruction. - Support teachers in planning instruction to meet the needs of all students through differentiated instruction. - Provide classroom support by observing, modeling, co-teaching and providing specific feedback. - Help teachers understand state and district mandates and how these mandates support student achievement. - Provide support for school-based professional development to build the school's training capacity. - Develop and deliver school-based professional development in content area and instructional strategies for the assigned grades or content area based on targeted school needs and identified teacher needs. - Provide follow-up support at the school level for district professional development in assigned content area. - Support school leadership teams in the development and facilitation of professional learning communities for the purpose of professional study and collaborative work such as lesson study and examining student work. - Participate in professional development opportunities to deepen content knowledge and knowledge of professional learning communities, adult learning theory, and best practices in the appropriate content area, and to develop coaching and technology skills. - Participate in district, regional, and/or state meetings to facilitate the implementation of standards-based instruction. - Perform other responsibilities as assigned to support the implementation of standards-based instruction and professional development in content area, such as: identify literature and resources for professional development; keep extensive and routine activity logs and submit monthly; assist with development of district learning schedules and assessments as needed. |

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.

Janie Howard Wilson begins the School Improvement Plan with the leadership team members. Once the initial draft is completed, the School Improvement Plan is shared with the staff at a staff meeting. The Student Advisory Council (SAC) also is provided a copy of the School Improvement Plan. The

conversation regarding the plan is recorded with the SAC meeting minutes. The document is also shared at the Parent Teacher Organization (PTO) meetings. This is also documented in the PTO meeting minutes. Each time there is a revision, this is shared with the stakeholders. Once the approval is provided by the Lake Wales Charter Schools and/or our sponsor district, Polk County Schools, the School Improvement Plan is put on our website.

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 School Improvement Plan provides the action steps the school takes between progress monitoring assessments. The action steps are implemented with fidelity to ensure the administration is accountable to ensure there is a positive impact on increasing the achievement of students in meeting the State's academic standards. We review and revise the plan as needed at the end of each progress monitoring and at the end of each grading quarter.

Demographic Data

| | |
|--|--|
| 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 | 81% |
| 2022-23 Economically Disadvantaged (FRL) Rate | 100% |
| Charter School | Yes |
| RAISE School | No |
| 2021-22 ESSA Identification | CSI |
| Eligible for Unified School Improvement Grant (UniSIG) | No |
| 2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk) | Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP)* White Students (WHT)* Economically Disadvantaged Students (FRL)* |
| School Grades History | 2021-22: D 2020-21: C 2019-20: C 2018-19: C 2017-18: C |
| 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 | 48 | 40 | 43 | 29 | 37 | 40 | 0 | 0 | 0 | 237 |
| One or more suspensions | 3 | 11 | 8 | 10 | 7 | 6 | 0 | 0 | 0 | 45 |
| Course failure in English Language Arts (ELA) | 17 | 13 | 17 | 11 | 3 | 6 | 0 | 0 | 0 | 67 |
| Course failure in Math | 13 | 11 | 13 | 8 | 0 | 0 | 0 | 0 | 0 | 45 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 21 | 25 | 29 | 0 | 0 | 0 | 75 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 32 | 24 | 12 | 0 | 0 | 0 | 68 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 9 | 21 | 23 | 18 | 12 | 13 | 0 | 0 | 0 | 96 |

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 | 4 | 4 | 12 | 6 | 24 | 28 | 0 | 0 | 0 | 78 |

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 | 17 | 10 | 5 | 14 | 0 | 0 | 0 | 0 | 0 | 46 |
| Students retained two or more times | 0 | 1 | 2 | 9 | 3 | 2 | 0 | 0 | 0 | 17 |

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 | 27 | 21 | 25 | 12 | 18 | 23 | 0 | 0 | 0 | 126 |
| One or more suspensions | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 3 |
| Course failure in ELA | 4 | 2 | 6 | 3 | 4 | 3 | 0 | 0 | 0 | 22 |
| Course failure in Math | 1 | 1 | 2 | 2 | 0 | 3 | 0 | 0 | 0 | 9 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 6 | 17 | 26 | 0 | 0 | 0 | 49 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 5 | 17 | 34 | 0 | 0 | 0 | 56 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 10 | 2 | 1 | 1 | 2 | 1 | 0 | 0 | 17 |

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 | 2 | 2 | 6 | 3 | 12 | 14 | 0 | 0 | 0 | 39 |

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|----|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 9 | 4 | 12 | 9 | 2 | 0 | 0 | 0 | 0 | 36 |
| Students retained two or more times | 0 | 1 | 5 | 1 | 3 | 0 | 0 | 0 | 0 | 10 |

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 | 27 | 21 | 25 | 12 | 18 | 23 | 0 | 0 | 0 | 126 |
| One or more suspensions | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 3 |
| Course failure in ELA | 4 | 2 | 6 | 3 | 4 | 3 | 0 | 0 | 0 | 22 |
| Course failure in Math | 1 | 1 | 2 | 2 | 0 | 3 | 0 | 0 | 0 | 9 |
| Level 1 on statewide ELA assessment | 0 | 0 | 0 | 6 | 17 | 26 | 0 | 0 | 0 | 49 |
| Level 1 on statewide Math assessment | 0 | 0 | 0 | 5 | 17 | 34 | 0 | 0 | 0 | 56 |
| Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. | 0 | 10 | 2 | 1 | 1 | 2 | 1 | 0 | 0 | 17 |

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 | 2 | 2 | 6 | 3 | 12 | 14 | 0 | 0 | 0 | 39 |

The number of students identified retained:

| Indicator | Grade Level | | | | | | | | | Total |
|-------------------------------------|-------------|---|----|---|---|---|---|---|---|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Retained Students: Current Year | 9 | 4 | 12 | 9 | 2 | 0 | 0 | 0 | 0 | 36 |
| Students retained two or more times | 0 | 1 | 5 | 1 | 3 | 0 | 0 | 0 | 0 | 10 |

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 | 2022 | | | 2019 | | |
|---------------------------------|--------|----------|-------|--------|----------|-------|
| | School | District | State | School | District | State |
| ELA Achievement* | 32 | | 56 | 44 | | 57 |
| ELA Learning Gains | 29 | | 61 | 47 | | 58 |
| ELA Lowest 25th Percentile | 23 | | 52 | 50 | | 53 |
| Math Achievement* | 38 | | 60 | 54 | | 63 |
| Math Learning Gains | 39 | | 64 | 59 | | 62 |
| Math Lowest 25th Percentile | 50 | | 55 | 56 | | 51 |
| Science Achievement* | 25 | | 51 | 30 | | 53 |
| Social Studies Achievement* | | | 50 | | | |
| Middle School Acceleration | | | | | | |
| Graduation Rate | | | | | | |
| College and Career Acceleration | | | | | | |
| ELP Progress | 53 | | | 60 | | |

* 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 | 36 |
| OVERALL Federal Index Below 41% - All Students | Yes |
| Total Number of Subgroups Missing the Target | 6 |
| Total Points Earned for the Federal Index | 289 |
| Total Components for the Federal Index | 8 |
| Percent Tested | 100 |

| 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 |
| WHT | 25 | 26 | | 38 | 32 | | | | | | | |
| FRL | 33 | 30 | 23 | 39 | 41 | 52 | 27 | | | | | 50 |

| 2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS | | | | | | | | | | | | |
|--|----------|--------|-------------|-----------|---------|--------------|----------|---------|-----------|-------------------|---------------------|--------------|
| Subgroups | ELA Ach. | ELA LG | ELA LG L25% | Math Ach. | Math LG | Math LG L25% | Sci Ach. | SS Ach. | MS Accel. | Grad Rate 2019-20 | C & C Accel 2019-20 | ELP Progress |
| All Students | 39 | 42 | 50 | 47 | 39 | 6 | 26 | | | | | 63 |
| SWD | 11 | 8 | | 36 | 31 | | 8 | | | | | |
| ELL | 42 | 38 | | 68 | 62 | | 50 | | | | | 63 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 27 | 31 | | 34 | 12 | | 0 | | | | | |
| HSP | 43 | 43 | | 54 | 45 | | 37 | | | | | 61 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 44 | 50 | | 54 | 56 | | 32 | | | | | |
| FRL | 38 | 40 | 57 | 46 | 36 | 7 | 25 | | | | | 63 |

| 2018-19 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 2017-18 | C & C Accel 2017-18 | ELP Progress |
| All Students | 44 | 47 | 50 | 54 | 59 | 56 | 30 | | | | | 60 |
| SWD | 31 | 38 | | 41 | 52 | 46 | 50 | | | | | 40 |
| ELL | 44 | 36 | | 53 | 65 | 55 | 27 | | | | | 60 |
| AMI | | | | | | | | | | | | |
| ASN | | | | | | | | | | | | |
| BLK | 35 | 47 | 38 | 50 | 68 | | 27 | | | | | |
| HSP | 48 | 42 | 60 | 54 | 56 | 47 | 25 | | | | | 62 |
| MUL | | | | | | | | | | | | |
| PAC | | | | | | | | | | | | |
| WHT | 46 | 50 | 50 | 58 | 55 | | 47 | | | | | |
| FRL | 42 | 41 | 52 | 51 | 57 | 56 | 24 | | | | | 63 |

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.

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.

In ELA, the STAR and iReady progress monitoring data indicated the second grade data went from 32% to 29% (iReady) and 26% to 26% (STAR). First grade ELA went from 42% to 38% (iReady) and 46% to 39% (STAR). All other grade levels had a four percent or more growth on FAST/Star and iReady for ELA.

The contributing factors were teacher turnover in both grade levels during the middle of the year, the curriculum did not arrive until November, and we had classroom displacement due to hosting another school on campus.

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

The data component that showed the greatest decline from the prior year was 4th grade end of year FAST ELA as compared to the same cohort of students' performance on their 3rd grade FSA ELA. The factors that contributed to this decline was teacher turnover, reading curriculum did not arrive until November and inexperienced teachers and teacher attendance.

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.

On math FAST, the greatest gap when comparing to state average was fourth and fifth grade math. The contributing factors were teacher turnover in both grade levels during the middle of the year, the curriculum did not arrive until November, teacher attendance, and we had classroom displacement due to hosting another school on campus.

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

The data component that showed the most improvement was fifth grade ELA and third grade math. These teachers were intentional with their planning, data analysis of the students, and teacher experience. For third grade math, the school also switched curriculum from Go Math to Savvas and iReady was implemented. For fifth grade reading, the teacher implemented Reading Plus.

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

After reviewing the EWS data, our two largest concerns is the number of students receiving a level one on the 2022-2023 FAST ELA and the number of students receiving a level one on the 2022-2023 FAST Math. We are also concerned with the number of students that had ten or more days out of school.

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

The highest priorities for Janie Howard Wilson Elementary are the following:

- Increase ELA proficiency on STAR/FAST
- Increase Math proficiency on STAR/FAST
- Increase ESE proficiency on STAR/FAST in reading
- Increase ELL proficiency on STAR/FAST in reading

Area of Focus

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

#1. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

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 Council for Children's Rights, "Research shows that a positive school climate increases attendance rates and academic achievement, promotes student mental and physical wellbeing and teacher retention, and reduces violence." Janie Howard Wilson want to encourage our staff to fully embrace the IB PYP philosophy as the programs principles support high student engagement, create behaviors for student leaders, and provides opportunities for students to showcase their knowledge of their standards through constructive and well thought out lessons through a transdisciplinary approach. There will be an emphasis on data at the weekly PLC meetings this year to drive small group instruction and/or to determine if changes needs to be made to coaches and/or interventionists schedules. It is important for the staff to have a common goal to increase student achievement through teamwork and strong communication with one another. The staff will need to have additional professional developments to focus on increasing writing skills, foundational reading skills, vocabulary, and mathematic number sense and operations. In order to have high levels of engagement, the staff needs to have a performance based incentive and be compensated for additional professional development and planning time required to be prepared for the PLC meetings each week.

Measurable Outcome:

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

In order to increase ELA and Math by a minimal of three percent in proficiency in all grade levels and to ensure we hit the target of 41% or higher for our identified ESSA subgroups based on the FAST and STAR.

Monitoring:

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

Staff members need to meet each week for additional planning, review of data, and to communicate any action steps needed for fidelity of best teaching practices associated from professional developments from FIN, FDLRS, consultants for reading and the IB PYP, and trainings from coaches. The administration would do walk-throughs with specific focus targets to ensure the implementation is done with fidelity.

Person responsible for monitoring outcome:

Kim Griffiths (kim.griffiths@lwcharterschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The Florida Department of Education has approved for instructional staff members to receive compensation for the additional time to plan using best practices shared at professional developments, review data, and update lessons and/or small groups to meet the instructional needs of the students. Furthermore, it would be beneficial to retain the trained staff by offering them a performance based incentive for increasing student achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The staff would benefit from a data tool (Performance Matters) that could be used for additional compensated planning time. The data tool would be an effective way to communicate needs of the classroom from unit assessments to progress monitoring data. The data tool would also provide motivation to increase student achievement for the teacher to possible receive the performance based incentive.

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.

Strategy 1: Increase student achievement by providing a data management tool that can quickly identify necessary small groups and/or lessons for each individualized classroom.

Action Step 1: Receive a quote for Performance Matters

Action Step 2: If awarded through UniSig, purchase Performance Matters

Action Step 3: Train the staff on how Performance Matters can analyze unit assessments and progress monitoring results

Action Step 4: Teachers can bring this data to weekly PLC meetings to adjust small group needs and/or lessons within Toddle.

Person Responsible: Brittany Alexander (brittany.alexander@lwcharterschools.com)

By When: If awarded through Unisig, these action steps would be immediate in order to have data provided more efficiently than just overall test percentages.

Strategy 2: Administration will work with the Human Resource direction to establish a performance-based incentive for staff to increase student proficiency and to compensate three additional planning hours per week.

Action Step 1: If approved and the school grade increases to a C, B, or an A, the instructional staff, coaches, and para-professionals would receive an incentive based on STAR and FAST data.

Action Step 2: If approved, the administration will work with Human Resources to compensate and have accountability procedures for the additional three hours a week.

Person Responsible: Kim Griffiths (kim.griffiths@lwcharterschools.com)

By When: If awarded through Unisig, these action steps would be immediate in order to have additional planning for teachers and teams to be more efficient with implementation of best practices.

#2. 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.

Based on state test scores, progress monitoring, and historical data, ELA proficiency and learning gains indicate a downward trend in K-2. ESSA subgroups scoring below the expected 41%, which includes: Students with Disabilities; English Language Learners; African Americans; Hispanics; Whites; and Economically Disadvantaged.

Measurable Outcome:

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

Our goal is to increase by a minimal of three percent in reading proficiency across all grade levels and an increase to 41% to target ESSA subgroups based on the STAR and FAST assessments.

Monitoring:

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

The STAR and FAST data will be used to target students' needs to differentiate instruction, determine student groups for the interventionists, and which professional developments to target for specific grade levels. iReady, Reading Plus, and Accelerated Reader data will be pulled weekly to determine if growth for individual students and grade levels are being made. Marzano and "Focus" target data will be collected from walk-throughs from administration to drive coaches schedules, determine if targeted lessons are effective, and review student work to ensure depth of understanding with students is demonstrated. These walk-throughs will also determine if pacing is consistent among grade levels and there is evidence of effective small groups to meet individualized student needs.

Person responsible for monitoring outcome:

Kim Griffiths (kim.griffiths@lwcharterschools.com)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The administration will conduct frequent walk-throughs to provide consistent feedback and to develop specific coaching plans. The data collected each week could also impact the interventionist schedule and students selected for MTSS. The MTSS data will be reviewed every six weeks to determine which skills have been mastered. The feedback of the walk-throughs, implementation of the skills from the professional developments, review of the lesson plans in Toddle, and analysis of the data will be incorporated with the weekly PLCs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

To shift the focus from professional development only used for understanding to implementation in the classroom to enhance instructional practices. In addition, the coaches will utilize data from the walk-throughs and comparison data to drive their coaching plan each week. Teachers will meet with the administration to make action plans to increase proficiency with ELA.

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.

Strategy 1- Log for coaches to capture data related to job duties, ensure times for allocated for coaching to be implemented for specific individuals to meet the Marzano elements and/or Focus objectives, and to determine which type of coaching model is being used when in classrooms.

Action Step 1- Create log for coaches to use to reflect daily activities to ensure teachers are receiving support.

Action Step 2- Administration to review coaching logs weekly.

Action Step 3- Review iReady, AR, Reading Plus and classroom data (in Focus) weekly to determine if coaches need to work with individual teachers if progress is not being made.

Person Responsible: Kim Griffiths (kim.griffiths@lwcharterschools.com)

By When: This will happen weekly starting as we complete our first round of progress monitoring data and walk-throughs.

Strategy 2- Administration will discuss and implement action steps associated with data with each team.

Action Step 1- PLCs will be conducted each week to review and implement action steps based on the data. Teachers will create action steps they can implement to increase student proficiency with what they can control. Teams will document their progress with the mastery of the standards and review their proficiency increases for ELA and with each ESSA subgroup.

Action Step 2- The social worker will review attendance data weekly with administration and review which students need home visits or resources from the community to reduce barriers for team action steps stated in step one.

Action Step 3- If approved with Unisig, Janie Howard Wilson will have a paid retired teacher come in and work with students who are not making appropriate progress with third grade ELA standards.

Person Responsible: Kim Griffiths (kim.griffiths@lwcharterschools.com)

By When: This will happen weekly starting as we complete our first round of progress monitoring data and walk-throughs.

Strategy 3-Implementation of the IB PYP philosophy to engage students, build student agency, and student efficacy, and decrease student disciplinary actions to increase our African American, Hispanic, White, Economically Disadvantaged subgroups and increase proficiency with ELA.

Action Step 1- Implementation of an IB elective for students to demonstrate vocabulary and showcases on topics that relate to BEST standards

Action Step 2: Administration to conduct walkthroughs to ensure opportunities for student agency are present in small groups.

Action Step 3: Instructional staff will use the Toddle lesson plan format to ensure all components of the program are planned.

Action Step 4: Administration to consult with the PYP consultant to ensure Unit of Inquiries show a progression of work artifacts to determine opportunities to improve planning and increase understanding of the philosophy.

Action Step 5: To provide students in fourth and fifth grade with unique experiences through a unique field trip.

Person Responsible: Brittany Alexander (brittany.alexander@lwcharterschools.com)

By When: This will happen weekly starting as we complete our first round of progress monitoring data and walk-throughs and with the approval of the Unisig funding.

Strategy 4-Monitoring of teachers progress with their individualized professional development goals.

Action Step 1- Administration will determine which teachers are in need of reading and ESOL endorsements.

Action Step 2- Administration will create a plan of action individualized for each teacher and approved by Human Resources.

Action Step 3- Administration will utilize walkthroughs to determine if specific focus targets are met and/or the implementation of the Marzano elements are found in student work.

Action Step 4- Administration will use the PYP consultant feedback to determine professional development goals to build opportunities with student agency and implementation of Approaches to Learning.

Person Responsible: Kim Griffiths (kim.griffiths@lwcharterschools.com)

By When: This will happen weekly starting as we complete our first round of progress monitoring data and walk-throughs.

Strategy 5: Application of FDLRS, FIN, and SIOP training to ensure our ESE and ESOL subgroups show an increase in student achievement.

Action Step 1- Administration will check Toddle weekly to ensure accommodations are planned.

Action Step 2- Administration will do observations weekly to ensure student work demonstrates student proficiency of the learning and language objectives.

Action Step 3- FDLRS will provide support with FIN professional development opportunities. The SIOP instructor will also work with our staff on implementation of Wida.

Action Step 4- Administration will work with the ESE Director and ESOL Director of LWCS to ensure all ESE compliance is being met with our LEA and our ESE and ESOL teachers each month.

Person Responsible: Kim Griffiths (kim.griffiths@lwcharterschools.com)

By When: This will happen weekly starting as we complete our first round of progress monitoring data and walk-throughs.

#3. Instructional Practice specifically relating to Math

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.

Based on state test scores, progress monitoring, and historical data, ELA proficiency and learning gains indicate a downward trend in K-2. ESSA subgroups scoring below the expected 41%, which includes: Students with Disabilities; English Language Learners; African Americans; Hispanics; Whites; and Economically Disadvantaged.

Measurable Outcome:

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

Our goal is to increase by a minimal of three percent in reading proficiency across all grade levels and an increase to 41% to target ESSA subgroups based on the STAR and FAST assessments.

Monitoring:

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

The STAR and FAST data will be used to target students' needs to differentiate instruction, determine student groups for the interventionists, and which professional developments to target for specific grade levels. iReady, data will be pulled weekly to determine if growth for individual students and grade levels are being made. Marzano and "Focus" target data will be collected from walk-throughs from administration to drive coaches schedules, determine if targeted lessons are effective, and review student work to ensure depth of understanding with students is demonstrated. These walk-throughs will also determine if pacing is consistent among grade levels and there is evidence of effective small groups to meet individualized student needs.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The administration will conduct frequent walk-throughs to provide consistent feedback and to develop specific coaching plans. The data collected each week could also impact the interventionist schedule and students selected for MTSS. The MTSS data will be reviewed every six weeks to determine which skills have been mastered. The feedback of the walk-throughs, implementation of the skills from the professional developments, review of the lesson plans in Toddle, and analysis of the data will be incorporated with the weekly PLCs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

To shift the focus from professional development only used for understanding to implementation in the classroom to enhance instructional practices. In addition, the coaches will utilize data from the walk-throughs and comparison data to drive their coaching plan each week. Teachers will meet with the administration to make action plans to increase proficiency with Math.

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.

Strategy 1- Log for coaches to capture data related to job duties, ensure times for allocated for coaching to be implemented for specific individuals to meet the Marzano elements and/or Focus objectives, and to determine which type of coaching model is being used when in classrooms.

Action Step 1- Create log for coaches to use to reflect daily activities to ensure teachers are receiving support.

Action Step 2- Administration to review coaching logs weekly.

Action Step 3- Review iReady and classroom data (in Focus) weekly to determine if coaches need to work with individual teachers if progress is not being made.

Person Responsible: Kim Griffiths (kim.griffiths@lwcharterschools.com)

By When: This will happen weekly starting as we complete our first round of progress monitoring data and walk-throughs.

Strategy 2- Administration will discuss and implement action steps associated with data with each team.

Action Step 1- PLCs will be conducted each week to review and implement action steps based on the data. Teachers will create action steps they can implement to increase student proficiency with what they can control. Teams will document their progress with the mastery of the standards and review their proficiency increases for Math and with each ESSA subgroup.

Action Step 2- The social worker will review attendance data weekly with administration and review which students need home visits or resources from the community to reduce barriers for team action steps stated in step one.

Action Step 3- If approved with Unisig, Janie Howard Wilson will have a behavior company work with selected teachers to ensure there is high engagement with tasks in the classroom.

Person Responsible: Kim Griffiths (kim.griffiths@lwcharterschools.com)

By When: This will happen weekly starting as we complete our first round of progress monitoring data and walk-throughs.

Strategy 3-Implementation of the IB PYP philosophy to engage students, build student agency, and student efficacy, and decrease student disciplinary actions to increase our African American, Hispanic, White, Economically Disadvantaged subgroups and increase proficiency with Math

Action Step 1- Implementation of an IB elective for students to demonstrate vocabulary and showcases on topics that relate to BEST standards

Action Step 2: Administration to conduct walkthroughs to ensure opportunities for student agency are present in small groups.

Action Step 3: Instructional staff will use the Toddle lesson plan format to ensure all components of the program are planned.

Action Step 4: Administration to consult with the PYP consultant to ensure Unit of Inquiries show a progression of work artifacts to determine opportunities to improve planning and increase understanding of the philosophy.

Action Step 5: To provide students in fourth and fifth grade with unique experiences through a unique field trip.

Person Responsible: Brittany Alexander (brittany.alexander@lwcharterschools.com)

By When: This will happen weekly starting as we complete our first round of progress monitoring data and walk-throughs and with the approval of the Unisig funding.

Strategy 4-Monitoring of teachers progress with their individualized professional development goals.

Action Step 1- Administration will determine which teachers are in need of ESOL endorsements and/or assistance with Collaborative Teaching for Inclusion.

Action Step 2- Administration will create a plan of action individualized for each teacher and approved by Human Resources.

Action Step 3- Administration will utilize walkthroughs to determine if specific focus targets are met and/or the implementation of the Marzano elements are found in student work.

Action Step 4- Administration will use the PYP consultant feedback to determine professional development goals to build opportunities with student agency and implementation of Approaches to Learning.

Person Responsible: Kim Griffiths (kim.griffiths@lwcharterschools.com)

By When: This will happen weekly starting as we complete our first round of progress monitoring data and walk-throughs.

Strategy 5: Application of FDLRS, FIN, and SIOP training to ensure our ESE and ESOL subgroups show an increase in student achievement.

Action Step 1- Administration will check Toddle weekly to ensure accommodations are planned.

Action Step 2- Administration will do observations weekly to ensure student work demonstrates student proficiency of the learning and language objectives.

Action Step 3- FDLRS will provide support with FIN professional development opportunities. The SIOP instructor will also work with our staff on implementation of Wida.

Action Step 4- Administration will work with the ESE Director and ESOL Director of LWCS to ensure all ESE compliance is being met with our LEA and our ESE and ESOL teachers each month.

Person Responsible: Kim Griffiths (kim.griffiths@lwcharterschools.com)

By When: This will happen weekly starting as we complete our first round of progress monitoring data and walk-throughs.

CSI, TSI and ATSI Resource Review

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

In order to ensure the utilization of the school improvement plan funding allocations and ensure resources are allocated efficiently, the administration will be implementing the following:

- Monthly budget reviews of all accounts
- Ensure the School Improvement Plan is discussed at the school leadership meeting to ensure proper implementation of funds and implementation of plan is done with fidelity.
- Share updates monthly at the Lake Wales Charter School board meetings
- Provide updates of the finances monthly to the SAC and PTO members and record in the meeting minutes.
- Revise and/or amend if needed with an explanation as to why this step is needed.

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

Instructional practice relating to Reading/ELA in grades K-2 centers around sequential acquisition of literacy, beginning with phonemic awareness and phonics. For the 2023-2024 school year, JHW will implement the University of Florida phonics program (UFLI) for grades K-3. In addition, we are also incorporating more writing with literacy with the Write Score program. The JHW staff will continue with PYP IB philosophy to lead the production production of an evolving pedagogy to embrace student agency. It also allows students to explore content in meaningful and engaging ways. In addition, this program adds purpose and intention to the planning process, which encourages teachers to deliver challenging, engaging, and transdisciplinary lessons that promote higher-order thinking and conceptual understanding. For the 2023-2024 school year, JHW has made the transition to Toddle to showcase how the standards are imbedded with the PYP IB philosophy.

End-of-year data indicated that 59% of Kindergarten, 59% of First Grade, and 74% are not on track to score a Level 3 or above on the statewide, standardized ELA assessment as evidenced by the Star progress monitoring three.

The FIN Network will provide training such as Collaborative Teaching Strategies to ensure we are meeting the needs of our new inclusion scheduling we have implemented the 2023-2024 school year. JHW also incorporated an ESE coach to work with the new ESE teachers with inclusion and self contained to ensure pacing with curriculum is relevant to the general education classrooms. JHW will utilize the ESOL teacher and para professionals as we implement The Sheltered Instruction Observation Protocol (SIOP) Model consists of eight interrelated components:

Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/ Application, Lesson Delivery, and Review & Assessment. All lesson plans will implement a language objective and the instructional staff will provide meaningful differentiation as they implement the profession developments from the SIOP trainings.

Instructional coaches will also participate with the purposeful planning and will provide a variety of methods such as modeling, side-by-side coaching, conferencing, and additional professional development to meet the needs of specific grade levels and/or teachers. Interventionists must deliver engaging, meaningful, and specific support to meet the Multi-Tiered Support System (MTSS) goals. These critical roles will assist instructional staff in delivering lessons that incorporate grade-appropriate rigorous tasks and questions that engage the learner and meet the specific criteria of the standards in order to increase student proficiency.

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

Instructional practice relating to Reading/ELA in grades 3-5 centers around sequential acquisition of literacy, beginning with phonemic awareness and phonics. For the 2023-2024 school year, JHW will implement the University of Florida phonics program (UFLI) for third grade. To increase vocabulary, fourth and fifth grade will implement the Reading Plus program. In addition, we are also incorporating more writing with literacy with the Write Score program. The JHW staff will continue with PYP IB philosophy to lead the production production of an evolving pedagogy to embrace student agency. It also allows students to explore content in meaningful and engaging ways. In addition, this program adds purpose and intention to the planning process, which encourages teachers to deliver challenging, engaging, and transdisciplinary lessons that promote higher-order thinking and conceptual understanding. For the 2023-2024 school year, JHW has made the transition to Toddle to showcase how the standards are imbedded with the PYP IB philosophy.

End-of-year data indicated that 64% of Third Grade, 66% of Fourth Grade, and 59% are not on track to score a Level 3 or above on the statewide, standardized ELA assessment as evidenced by the Star progress monitoring three.

The FIN Network will provide training such as Collaborative Teaching Strategies to ensure we are meeting the needs of our new inclusion scheduling we have implemented the 2023-2024 school year. JHW also incorporated an ESE coach to work with the new ESE teachers with inclusion and self contained to ensure pacing with curriculum is relevant to the general education classrooms. JHW will utilize the ESOL teacher and para professionals as we implement The Sheltered Instruction Observation Protocol (SIOP) Model consists of eight interrelated components:

Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/ Application, Lesson Delivery, and Review & Assessment. All lesson plans will implement a language objective and the instructional staff will provide meaningful differentiation as they implement the profession developments from the SIOP trainings.

Instructional coaches will also participate with the purposeful planning and will provide a variety of methods such as modeling, side-by-side coaching, conferencing, and additional professional development to meet the needs of specific grade levels and/or teachers. Interventionists must deliver engaging, meaningful, and specific support to meet the Multi-Tiered Support System (MTSS) goals. These critical roles will assist instructional staff in delivering lessons that incorporate grade-appropriate rigorous tasks and questions that engage the learner and meet the specific criteria of the standards in order to increase student proficiency.

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

Janie Howard Wilson will increase student proficiency in reading by a minimal of three percent on the Star assessment. In order to reach the minimal, JHW administration will do the following each week:

- Walkthrough of UFLI lessons
- Review lesson plans in Toddle for IB PYP Implementation, Implementation of Write Score, and SIOP strategies.
- Implementation of student groupings from the Collaborative Teaching Model by FIN Network
- Standard and language objectives posted for administrative walk-throughs

- Review and share data each week from Accelerated Reader, Ufli, Orton Gillingham, and iReady.
- Review and revise the ESOL schedule after reviewing the logs
- Review and revise the interventionists schedule based on the six week MTSS data review, progress monitoring data, and/or growth assessments given.
- Selected staff will have specific professional development goals to ensure instructional staff has a plan to gain their reading endorsement for the 2023-2024 school year.
- Coaches will base their schedule on the "Accelerated Coaching Model" to ensure they are working with selected staff based on feedback from walk-throughs with the Focus goals and/or current data.

Grades 3-5 Measurable Outcomes

Janie Howard Wilson will increase student proficiency in reading by a minimal of three percent on the FAST assessment. In order to reach the minimal, JHW administration will do the following each week:

- Walkthrough of UFLI lessons
- Review lesson plans in Toddle for IB PYP Implementation, Implementation of Write Score, and SIOP strategies.
- Implementation of student groupings from the Collaborative Teaching Model by FIN Network
- Standard and language objectives posted for administrative walk-throughs
- Review and share data each week from Accelerated Reader, Ufli (3rd only), Orton Gillingham, Reading Plus, and iReady.
- Review and revise the ESOL schedule after reviewing the logs
- Review and revise the interventionists schedule based on the six week MTSS data review, progress monitoring data, and/or growth assessments given.
- Selected staff will have specific professional development goals to ensure instructional staff has a plan to gain their reading endorsement for the 2023-2024 school year.
- Coaches will base their schedule on the "Accelerated Coaching Model" to ensure they are working with selected staff based on feedback from walk-throughs with the Focus goals and/or current data.

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.

Janie Howard Wilson will be implementing the state progress monitoring assessments. In order to evaluate if on target for increasing proficiency in reading, the administration will utilize the iReady, Reading Plus, and Accelerated Reader, Ufli, and Orton Gillingham data each week. Walk-through data will be collected to ensure the coaches are working with specific targets and/or data goals set forth at PLC meetings. Toddle (the lesson plan tool) will be monitored to ensure best practices with the IB PYP philosophy. Administration will have targeted goals to ensure differentiation and scaffolding strategies learned from professional development opportunities through FIN and SIOP will be utilized to meet the individual needs of students.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Griffiths, Kim, kim.griffiths@lwcharterschools.com

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?

Janie Howard Wilson will be implementing the state progress monitoring assessments that are aligned to the B.E.S. T standards. The iReady curriculum shows evidence of moderate effectiveness when implemented correctly. According to What Works Clearing House, Reading Plus has shown to be promising data for students in third through ninth grade with a strength in comprehension. Janie Howard Wilson will use these programs in conjunction with the K-12 Comprehensive evidence-based state-approved curriculum, Wonders. Janie Howard Wilson also purchased the Write Score program to add rigor to the writing lessons for the 2023-2024 school year. Janie Howard Wilson is also implementing UFLI as a tier 1 phonics program and Orton Gillingham to target ESE students as a tier 2/tier 3 program. According to Eric.Ed. Gov, Orton Gillingham, holds promising outcomes for this targeted population. The MTSS and lesson plans will be monitored to ensure best practices with differentiation and scaffolding applied when small groups are created based on data.

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?

Janie Howard Wilson researched the effectiveness of the Reading Wonders, Accelerated Reader, iReady, Ufli, Orton Gillingham, Reading Plus, and Write Score programs, and observed that all were documented in many other high performing district K-12 Comprehensive Evidence-Based Reading Plans and/or School Improvement Plans. The instructional staff continues to have professional guidance from consultants, trainers of these programs, Florida Inclusion Network, and FDLRS.

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 |
|--|---|
| Strategy 1- The Literacy Leadership Team (LLT) will provide consistent and frequent feedback. | |
| Action Step 1- The administration will ensure the LLT meets monthly and the meetings are posted on school calendar in advance. | |
| Action Step 2- The LLT team will review the FCRR Literacy Walk-through Tool as guidance | |
| Action Step 3- The LLT team will create a goal each month for all teams to address to increase student performance. | |
| Strategy 2- The administration will review the coaches log to ensure the "accelerated coaching model" tool. | |
| Action Step 1- The administration will create "focus" goals for the staff every three to four weeks. | Griffiths, Kim, kim.griffiths@lwcharterschools.com |
| Action Step 2- The administration will utilize a google doc to track daily implementation of the "focus" goals. | |
| Action Step 3- The administration will collect data at the PLC meetings each week | |
| Action Step 4- The administration will provide the data to the coaches from the walk-throughs and/or based on the data shared at the meetings. | |
| Action Step 5- The coaches will update their coaches logs based on the action steps 1-4. | |

Griffiths, Kim,
kim.griffiths@lwcharterschools.com

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.

Janie Howard Wilson administration will share the SIP, UniSig, and SWP to stakeholders through our Student Advisory Council (SAC) meetings and meeting minutes, Parent Teacher Organization (PTO) meetings and meeting minutes, and at the Lake Wales Charter Schools monthly board meetings. We will ensure the social media posts regarding these meetings are posted. All meeting minutes will also be posted to the school website.

Janie Howard Wilson will also ensure that we share the information at our monthly family nights to provide updates on the SIP, UniSig budget, and SWP.

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))

Janie Howard Wilson plans to fulfill the school's mission by implementing the following:

- Conducting family nights to focus on subject area standards, SIP, and Unisig Information
- Invite families to participate with on campus events such as family picnic day
- Provide opportunities for families, parents, and community stakeholders to volunteer on campus
- Create a space for families on our campus to work together for initiatives for the students
- Provide opportunities for feedback for the families, parents, and community stakeholders
- Implement suggestions from the feedback
- Ensure consistent communication with parents, families, and stakeholders. This year JHW is implementing a "communications" folder to home bi-monthly for grades K-5. Social media, website, and school events calendar will be shared.
- Provide a spotlight on our students, teachers, families, and community stakeholders to thank them for their support each week.
- Communicate weekly callouts to ensure parents hear events for the upcoming school week using school messenger.
- Create a monthly newsletter with information from administration and each grade level.
- Share at monthly board meetings the positive relationships and moments from the teachers, parents, families, and community stakeholders.

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)

In order to ensure there is an increase with the amount and quality of learning time, the administration will conduct daily walk-throughs to provide data points for the coaches to create their "accelerated coaching" logs for the upcoming week. The coaches will reinforce the targets that need to be addressed regarding instructional practices to change data outcomes with students. It is critical for the teachers to develop and maintain pacing of the curriculum maps, lesson plans in Toddle, and reinforce with small group activities that relate to the needs of the student data. Teachers will complete planning sheets to ensure this is discussed at PLC meetings twice a week for reading and math. The media specialist, reading coach, and math coach will work with instructional staff to increase enriched and accelerated opportunities for students. The administration will ensure the lesson plans also create enrichment opportunities to reflect the IB PYP philosophy with the implementation of the approaches to learning and student agency choices that need to be present in each Toddle unit. As the school strengthens their proficiency, cohorts of students will be selected to participate in accelerated learning courses as they enter third, fourth, and fifth grade.

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))

Janie Howard Wilson's pre-k program operates under the direction of the Early Learning Coalition (ELC) and the Department of Children and Families (DCF). Janie Howard Wilson also work with FIN/FDLRS to ensure we are implementing best practices for the state for our ESE students. This year, Janie Howard Wilson will implement SIOP strategies to increase the achievement of our ESOL students. To increase the amount of time in classrooms for our demographic subgroups, Janie Howard Wilson is implementing the PBIS model, "Wellness Wednesdays" and working with community organizations for our McKinney Vento students. The Lake Wales Charter Schools is also providing additional resources to assist our McKinney Vento students this year. Janie Howard Wilson also partners with the community Family Literacy Center to provide resources to families to learn English and have opportunities to earn their GED. Janie Howard Wilson also utilizes federal funds to assist with additional programs and technology needs to meet the specific needs of students so they can practice their skills at home.

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))

Janie Howard Wilson provides school-based mental health services with our local mental health therapist and our school social worker. Each week, the administration meets with the social worker to review any students that have made a threat, completed bullying slips, and/or has high attendance. A plan is developed to reach out to the families and provide services if needed. Janie Howard Wilson is also working on a "Wellness Wednesday" calendar for the school to create a school-wide initiative to ensure all students learn their health standards. Janie Howard Wilson is fortunate to have a relationship with Allied Alliances to come on our campus to reteach some of these health standards with our fourth and fifth grade students.

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))

Janie Howard Wilson builds relationships with our local high schools to ensure our electives provide the foundations for opportunities as they further their educational careers. At this time, Janie Howard Wilson provides Spanish, dance, art, and IB PYP to every K-5 students. Our third, fourth, and fifth grade students also have the opportunity to experience eSports, coding, photography with yearbook design, virtual art, archery, tv productions, agriculture, and outdoor leadership. Furthermore, as our student proficiency increases, Janie Howard Wilson will develop cohorts for the Accelerated Math courses for our third, fourth, and fifth grade students.

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).

Janie Howard Wilson utilizes the MTSS program and reviews the data every six weeks with the interventionist, the ESOL teacher, the reading coach, the ESE coach, and the LEA. The administration will track the implementation of Orton Gillingham for all students with disabilities. Janie Howard Wilson will work with USF to implement the PBIS program to prevent and address problem behaviors. In addition, Janie Howard Wilson will work with the behavior companies such as ABC and PBS to address specific behavior concerns. In addition, Janie Howard Wilson will offer tutoring services to ensure all students have the opportunity to have time for additional skill work to master the standards. Janie Howard Wilson is fortunate to have staff members who provide after school experiences such as Paint Alongs, an Agriculture club, cheer, flag football, track, soccer, and basketball to motivate students to do well in their academics and behaviors. Finally, Janie Howard Wilson has community leaders come in and speak to our older students on how they can make an impact for themselves as well as their community.

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))

Janie Howard Wilson provides professional learning opportunities by implementing the following:

- The LLT team utilizes the FCRR literacy walk-through tool to target goals by having input from instructional staff.
- FIN/FDLRS assists us with improving our inclusion model and collaborative strategies and grading

practices for all students.

- The Lake Wales Charter office is providing SIOP training to improve instruction for our ELL students.
- The administration is working with an IB PYP consultant to ensure the philosophy of the program creates leaders in the classroom and effective lessons to meet the objectives of the standards through innovative implementations of the approaches to learning. These will be documented in Toddle.
- The reading coach will provide professional learning activities and implement the coaching model with UFLI
- The writing coach will provide professional learning activities with increasing our writing proficiency and using Write Score as a guide.
- The ESE coach will work with the ESE staff to ensure pacing, implementation logs, and lesson plans match the requirements of the standards and assist with coaching opportunities to ensure students are engaged with lessons.
- Our media specialist will provide professional learning targets for the media time by providing research based materials and increasing our accelerated reader model. The media specialist will also implemented the Sunshine State Books with incentives as this will be a first for Janie Howard Wilson.
- The IB PYP teacher will implement the Florida Resiliency standards and provide authentic learning tools to showcase the IB Leadership profiles and vocabulary through research based learning projects to prepare for the IB PYP exhibition.
- Our math coach will provide professional learning with our MTSS math program through SAVVAS.
- The instructional staff will share data to determine how the Toddle transdisciplinary themes will need to be adjusted to increase the proficiency of the students.
- The leadership team will utilize PBIS to decrease discipline referrals
- The title one teacher will ensure we have family nights to increase parental involvement
- The administration will utilize survey feedback to retain effective teachers
- The administration will provide a performance-based bonus structure to recruit and retain effective teachers
- The administration will work individually with staff to ensure each instructional leader has a pathway for reading and ESOL endorsements.

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))

Janie Howard Wilson recently expanded the Pre-K program from 20 students to 31 students for the 2023-2024 school year. The teachers of the Pre-K program must continue professional learning opportunities, utilize a state recommended curriculum, and conduct Early Star assessments which correlates to the Kindergarten state assessment. Our Pre-K classrooms are located in the same building as our Kindergarten classrooms. This creates an opportunity for our students to transition from Pre-K to the Janie Howard Wilson kindergarten program. Furthermore, Janie Howard Wilson has the Pre-K students participate in art/dance for the second semester to prepare the students for these transitions as they approach the elementary grades. All of our Pre-K families are encouraged to attend the family nights and school events. Janie Howard Wilson has the Pre-K teachers participate in the IB PYP Early Learning Years training with the Kindergarten teachers. The administration does walk-throughs of the classrooms as well as review the state data to ensure we have a competitive program in our community.

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: Positive Culture and Environment: Teacher Retention and Recruitment | | | | \$81,800.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
| | 5100 | 120 | 1401 - Janie Howard Wilson School | UniSIG | 420.0 | \$45,000.00 |
| | | | <i>Notes: Instructional Staff, Resource, and Special Area Teachers Performance Based Retention Bonus (16 x \$2000)= 38000.00 Paraprofessional Performance Based Retention Bonus (7 x 1000)=7000.00</i> | | | |
| | 5100 | 690 | 1401 - Janie Howard Wilson School | UniSIG | 420.0 | \$8,000.00 |
| | | | <i>Notes: Performance Matters Site License and Professional Development</i> | | | |
| | 5100 | 120 | 1401 - Janie Howard Wilson School | UniSIG | 420.0 | \$28,800.00 |
| | | | <i>Notes: Additional Planning for Instructional Staff, Resource, and Special Area Teachers (16 x 20.00 per hour X 30 weeks x 3 hours a week)</i> | | | |
| 2 | III.B. | Area of Focus: Instructional Practice: ELA | | | | \$107,977.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
| | 6200 | 520 | 1401 - Janie Howard Wilson School | UniSIG | 420.0 | \$5,000.00 |
| | | | <i>Notes: New media books for the Accelerated Reader Program. Many of our books are from the 1990s and are not relevant to our current demographics and to the current times. This will increase student interest with our media center.</i> | | | |
| | 5100 | 120 | 1401 - Janie Howard Wilson School | UniSIG | 420.0 | \$70,577.00 |
| | | | <i>Notes: IB PYP Teacher- (Contracted Amount with Supplement) \$49145.00; FICA \$370; Retirement \$6669.00; W.C \$192.00; Group Insurance \$10812.00</i> | | | |
| | 7800 | 330 | 1401 - Janie Howard Wilson School | UniSIG | 420.0 | \$10,000.00 |
| | | | <i>Notes: Fifth Grade Field Trip to Tallahassee for 70 students that would be two overnights in a hotel, charter bus, capital visit, Museum of Florida History; North Florida Wildlife Center; and visit to Florida State University</i> | | | |
| | 7800 | 330 | 1401 - Janie Howard Wilson School | UniSIG | 420.0 | \$8,000.00 |
| | | | <i>Notes: Fourth Grade Field Trip to St. Augustin for 55 students that would be two overnights in a hotel, charter bus, visit Flagler College; Fountain of Youth; Trolley Tour; Oldest Store Museum; and Castillo de San Marcos.</i> | | | |
| | 5100 | 120 | 1401 - Janie Howard Wilson School | UniSIG | 420.0 | \$14,400.00 |
| | | | <i>Notes: One retired teacher who participated in a reading grant to work with third grade students who are not showing progress with ELA standards (120 hours per week x 4 days a week x 30 weeks)</i> | | | |
| 3 | III.B. | Area of Focus: Instructional Practice: Math | | | | \$12,383.00 |
| | Function | Object | Budget Focus | Funding Source | FTE | 2023-24 |
| | 6300 | 310 | 1401 - Janie Howard Wilson School | UniSIG | 420.0 | \$6,383.00 |

| | | | | | | |
|--|------|-----|---|--------|---------------|---------------------|
| | | | <i>Notes: Behavior consultation with teachers to reduce student discipline and ensure students are staying on task and in the classrooms receiving instruction.</i> | | | |
| | 6400 | 310 | 1401 - Janie Howard Wilson School | UniSIG | 420.0 | \$6,000.00 |
| | | | <i>Notes: To have the IB consultant provide explicit training for each team after walking the school to ensure implementation of philosophy has student efficacy and student engagement with lessons based on BEST standards.</i> | | | |
| | | | | | Total: | \$202,160.00 |

Budget Approval

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

No