JANIE HOWARD WILSON SCHOOL

2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Polk County School Board on Lake Wales Charter district approved; SIPs moved over under Polk 12/10 School board approved all SIPs 10/29.

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. 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!

B. School Leadership Team

School Leadership Team
For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name
Kim Griffiths

Position Title
Principal

Job Duties and Responsibilities

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:

* 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;

* 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.

Leadership Team Member #2

Employee's Name
Brittany Alexander

Position Title
Assistant Principal

Job Duties and Responsibilities

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:

* 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;

* 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.

Leadership Team Member #3

Employee's Name
Deann Finnell

Position Title
Title One/ Science

Job Duties and Responsibilities

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.

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. 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.

Operation of the science lab for hands on scenarios that provide opportunities for students to apply science knowledge and concepts.

Leadership Team Member #4

Employee's Name
Elizabeth Borders

Position Title
LEA/ESOL

Job Duties and Responsibilities

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.

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.

Leadership Team Member #5

Employee's Name
Amy Ballentine

Position Title
Reading Coach

Job Duties and Responsibilities

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.

Roles and responsibilities include, but are not limited to, the following:
- 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.

C. Stakeholder Involvement and Monitoring

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. *(ESEA 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) is also 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. *(ESEA 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 and 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 period and at the end of each grading quarter.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**82.3%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**100.0%**
CHARTER SCHOOL	**YES**
RAISE SCHOOL	**NO**
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	**ATSI**
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 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 *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: C** **2022-23: C*** **2021-22: D** **2020-21:** **2019-20:**

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days	31	30	32	32	24	25	0	0	0	174
One or more suspensions	8	8	13	18	11	13	0	0	0	71
Course failure in English Language Arts (ELA)	27	23	29	29	7	24	0	0	0	139
Course failure in Math	21	19	18	27	8	25	0	0	0	118
Level 1 on statewide ELA assessment	0	0	0	29	25	17	0	0	0	71
Level 1 on statewide Math assessment	0	0	0	19	13	24	0	0	0	56
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	16	26	26	29						97
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	13	9	16	25	13					76

Current Year 2024-25

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	28	25	26	32	12	33	0	0	0	156

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	16	9	4	18	1	0	0	0	0	48
Students retained two or more times	0	0	2	8	4	3	0	0	0	17

Prior Year (2023-24) As Last 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 school days										0
One or more suspensions										0
Course failure in ELA										0
Course failure in Math										0
Level 1 on statewide ELA assessment										0
Level 1 on statewide Math assessment										0
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators										0

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

> Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	37	50	57	37	45	53	32	47	56
ELA Grade 3 Achievement **	32	50	58	37	44	53			
ELA Learning Gains	61	56	60				29		
ELA Learning Gains Lowest 25%	70	59	57				23		
Math Achievement *	38	54	62	43	49	59	38	42	50
Math Learning Gains	50	58	62				39		
Math Learning Gains Lowest 25%	50	53	52				50		
Science Achievement *	32	51	57	31	41	54	25	49	59
Social Studies Achievement *								56	64
Graduation Rate								39	50
Middle School Acceleration								45	52
College and Career Readiness									80
ELP Progress	78	58	61	42	54	59	53		53

*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.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	50%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	448
Total Components for the FPPI	9
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
50%	42%	36%	39%		50%	47%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

	2023-24 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Students With Disabilities	33%	Yes	3	
English Language Learners	48%	No		
Black/African American Students	37%	Yes	3	
Hispanic Students	51%	No		
White Students	51%	No		
Economically Disadvantaged Students	49%	No		
	2022-23 ESSA SUBGROUP DATA SUMMARY			
ESSA SUBGROUP	**FEDERAL PERCENT OF POINTS INDEX**	**SUBGROUP BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%**	**NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%**
Students With Disabilities	16%	Yes	2	1

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
English Language Learners	42%	No		
Black/African American Students	39%	Yes	2	
Hispanic Students	42%	No		
White Students	37%	Yes	2	
Economically Disadvantaged Students	39%	Yes	2	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	32%	Yes	1	
English Language Learners	31%	Yes	1	1
Native American Students				

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Asian Students				
Black/African American Students	27%	Yes	1	1
Hispanic Students	40%	Yes	1	
Multiracial Students				
Pacific Islander Students				
White Students	30%	Yes	1	1
Economically Disadvantaged Students	37%	Yes	1	

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	37%	32%	61%	70%	38%	50%	50%	32%					78%
Students With Disabilities	16%	33%	45%	60%	16%	45%	42%	10%					
English Language Learners	31%	40%	56%		43%	52%		36%					78%
Black/African American Students	39%	33%	56%		32%	46%	38%	18%					
Hispanic Students	36%	31%	64%	64%	41%	51%	57%	38%					77%
White Students	42%	31%	76%		44%	62%		50%					
Economically Disadvantaged Students	36%	31%	61%	69%	36%	51%	50%	30%					78%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	37%	37%			43%			31%					42%
Students With Disabilities	11%				21%								
English Language Learners	35%				40%			30%				61%	
Black/African American Students	43%	48%			43%			22%					
Hispanic Students	37%	32%			45%			34%				64%	
White Students	30%				45%			35%					
Economically Disadvantaged Students	34%	33%			39%			28%				61%	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	32%		29%	23%	38%	39%	50%	25%					53%
Students With Disabilities	19%		18%	29%	26%	50%	62%	19%					
English Language Learners	24%		27%		34%	32%		15%					53%
Native American Students													
Asian Students													
Black/African American Students	29%		26%		29%	34%		19%					
Hispanic Students	37%		35%	27%	45%	46%	45%	27%					54%
Multiracial Students													
Pacific Islander Students													
White Students	25%		26%		38%	32%							
Economically Disadvantaged Students	33%		30%	23%	39%	41%	52%	27%					50%

E. 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.

		2023-24 SPRING				
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	33%	49%	-16%	55%	-22%
Ela	4	36%	44%	-8%	53%	-17%
Ela	5	39%	50%	-11%	55%	-16%
Math	3	38%	52%	-14%	60%	-22%
Math	4	44%	50%	-6%	58%	-14%
Math	5	26%	50%	-24%	56%	-30%
Science	5	31%	48%	-17%	53%	-22%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

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 is our FAST learning gains. In 2021-2022, our ELA learning gains were at 29%. Our current ELA learning gains show 57% of our students made a years worth of growth. In 2021-2022, our bottom quartile in ELA only had 23% of our students showed growth. This past year, 68% of our students showed growth. In math, 48% of our students earned a years worth of growth compared to 39% in 2021-2022. In the bottom quartile for math, 56% of students earned a learning gain compared to the 50% in 2021-2022.

In 2023-2024, our cohort of First Grade students showed 44% were proficient in ELA and 65% in math based on STAR compared to 39% proficient in ELA and 41% in math. This same academic year, our third grade cohort showed a growth from 26% proficient in reading to 33% from STAR to FAST. Our fifth grade cohort of students showed a growth in ELA on FAST from 34% to 39% compared to the 2022-2023 results.

These teachers were intentional with their planning, data analysis of the students, and made instructional changes when consultants came to visit.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

After reviewing our data, our lowest performance was fifth grade math. In 2022-2023, our fifth grade cohort was 40% proficient on FAST. In 2023-2024, only 26% of our 5th grade students were proficient. Our second graders also had the lowest performance in both reading and math. In 2022-2023, these students were 39% proficient in reading and 69% in math based on STAR. In 2023-2024, this group of students dropped to 37% proficient in reading and 55% proficient in math based on STAR results.

In fifth grade, this was due to a new curriculum, lack of alignment between instruction and grade-level benchmarks. In second grade, there was a new teacher, lack of alignment between instruction and grade-level benchmarks, lack of differentiation, and lack of checks for understanding done on a

consistent basis.

Greatest Decline

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

The greatest declines were found in the following:

Second grade ELA declined from 39% proficient to 37% proficient in ELA. In math, there was a 14% decline from 2022-2023 (69% proficient) to 55% proficient in 2023-2024. Third grade math declined from 48% to 38% in proficiency. Finally, fifth grade math had declined 40% proficiency to 26% on FAST.

This past year, there was a lack of standards alignment to the instruction delivered. The depth of complexity required for students to demonstrate proficiency was a missing component of daily instruction.

Greatest Gap

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.

There is a significant gap between school performance and state performance in ELA, math and science based on the following data from FAST:

In third grade ELA and math, there is a 22% difference between our school and the state in proficiency. In fourth grade, there is a 17% difference in ELA between our school and the state performance average in proficiency. In math, there is a 15% difference between our school and the state performance in proficiency. Our fifth grades showed an 18% difference in ELA and a 30% difference in math proficiency. In science, there is a 23% difference in proficiency.

Our teachers are still learning the implementation of new methods of teaching, lack of standards knowledge and associated depth of complexity with the benchmarks, and task alignment contributed to this gap of data between our school and the state averages.

EWS Areas of Concern

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

174 of our presently enrolled 450 students have attended school less then 90% of the time. This equates to 39% of our student population missing 10% or more of their daily instruction.

97 of our presently enrolled 450 students in grades K-3rd show a substantial reading deficiency on

the 23-24 FDOE state exam on PM3. This means 22% of our students are not prepared for the complexity of future grade level benchmarks.

Highest Priorities

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 through standard and instructional alignment
- Increase Math proficiency on STAR/FAST through standard and instructional alignment
- Increase Science proficiency on FAST through standard and instructional alignment
- Increase ESE proficiency on STAR/FAST in reading through application of differentiation
- Increase ELL proficiency on STAR/FAST in reading through application of differentiation

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Benchmark-aligned instruction

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Teacher provides benchmark aligned tasks and provides opportunities for differentiated small group instruction.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Janie Howard Wilson will see a 10% increase in the percentage of students scoring proficient in reading, math, and science. Our goals will be the following:

60% in ELA; 60% in Math, and 60% in Science.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administration will monitor the desired outcomes by tracking growth at each assessment benchmark and using walkthrough data to create action plans based on team problem solving.

Person responsible for monitoring outcome
Kim Griffiths

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Differentiated small group instruction is a well proven research based strategy that provides the supports for students to demonstrate their optimal performance.

Rationale:

Teachers will utilize their knowledge gained from PLCs to ensure instruction, student tasks, and assessments are aligned to the depth of complexity of the grade level benchmarks. Aligning learning to benchmarks ensures that higher level learning is attained; tasks and and depth of complexity become targets for learning outcomes that correlate to a progression of knowledge that students must attain in order to increase their learning and to close gaps in their learning to be successful at meeting on grade level expectations.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Benchmark Alignment Collecting Data & PLCS

Person Monitoring:	**By When/Frequency:**
Kim Griffiths	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The STAR and FAST data will be used to target students' needs to differentiate instruction, determine student groups, determine appropriate differentiation to maintain the depth of complexity with the benchmarks, and which professional developments to target for specific grade levels. Action Step 1: The Reading Coach and Media Specialist will send out iReady, Reading Plus, and Accelerated Reader data weekly to determine if growth for individual students and grade levels are being made. Action Step 2: 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. Classroom walk-throughs will be formally entered into iObservation with a goal of 10 done by each administrator per week beginning on the 20th day of instruction with a specific focus of standards alignment, differentiation, bell to bell instruction, and checks for understanding. Action Step 3: Teachers will meet for structured PLCs to create a cohesion of expectations with tasks aligned to the benchmarks, discuss research based resources for small groups and differentiation, and review data to update lessons.

Action Step #2

Benchmark Alignment & Leadership Team

Person Monitoring:	**By When/Frequency:**
Kim Griffiths	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

The Leadership Team needs to discuss trends and adjust supports as needed to provide teachers with support when aligning tasks to the benchmarks. Action Step 1: School leadership will review PLC planning sheets and forms; lesson plans , and trends from data collected in walk-throughs to adjust

support. Action Step 2: The social worker will review attendance data weekly with administration and review which students need home visits or resources form the community to reduce barriers for team action steps stated in step one. Action Step 3: The administration will provide specific feedback in regards to the "look fors" to establish trends for the leadership team from the 10 walk-throughs each week. Action Step 4: Those with developing or needs improvement with VAM will be assigned a mentor to meet once a month.

Action Step #3
Additional Planning Time for Benchmark Alignment

Person Monitoring:	**By When/Frequency:**
Kim Griffiths	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
In order to be prepared for the weekly PLCs and contribute with goals for upcoming benchmarks, current graded student work to determine if previous work met benchmark goal, tasks to meet the complexity of the benchmark, and problem solve when goals are not met, teachers will be provided additional planning time. Action Step 1: A graphic organizer will be developed by administration to document the preplanning. Action Step 2: Teachers will submit their weekly time log to administration.

Action Step #4
Accountability

Person Monitoring:	**By When/Frequency:**
Kim Griffiths	3x a Year/ Progress Monitoring

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Teachers will need to present their data with action plan steps after each progress monitoring. The administration will present to district staff after each progress monitoring and with the teacher feedback from their presentations. Action Step 1- Schedule dates for presentations Action Step 2- Create template for presentations Action Step 3- Present presentations, collaborate with staff, and develop and implement action plans.

Area of Focus #2

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Based on data, classroom walk-throughs, and student performance measures on STAR and FAST, there is a need for increased student engagement to raise proficiency.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

When students see the relevancy in their work and are actively engaged to the complexity of the benchmarks, student proficiency will increase to demonstrate a years worth of growth.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administration will monitor the desired outcomes by tracking growth of proficiency, implementation of IB PYP and Kagan, and using walkthrough data to create action plans for concerns during PLCs based on team problem solving discussions and goal setting.

Person responsible for monitoring outcome

Kim Griffiths

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Teachers need to provide students with engaging tasks that meet the depth complexity of the benchmark, be prepared to teach the task, and have consistent time management to ensure pacing is consistent.

Rationale:

Students will increase participation, increase school attendance, and be engaged to increase proficiency.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

List the action steps that will be taken to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1

Implementation of IB PYP & Kagan Strategies

Person Monitoring:	By When/Frequency:
Brittany Alexander	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Implementation of the IB PYP philosophy to engage students, build student agency, and student efficacy, and decrease student disciplinary actions. Action Step 1- Implementation of an IB Approaches to Learning (ATLs) and Kagan strategies in multiple lessons throughout the day. 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 and Kagan strategies are documented. 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 #2
Student Opportunities

Person Monitoring:	**By When/Frequency:**
Betty Finnell	Semester

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students will have real-world opportunities to increase background knowledge, increase vocabulary, and increase interest in subject areas towards increasing proficiency. Action Step 1: Mrs. Finnell will work with the grade levels to schedule field trips that enhance vocabulary and comprehension of the benchmarks. Action Step 2: Mrs. Finnell and the teachers will have the students complete a writing assignment at the conclusion of each field trip so the IB PYP ATLs are applied and to ensure there is a connection between the real world example and the benchmarks.

Area of Focus #3

Address the school's highest priorities based on any/all relevant data sources.

ESSA Subgroups specifically relating to Students With Disabilities (SWD), English Language Learners (ELL), Black/African American Students (BLK), White Students (WHT)

Area of Focus Description and Rationale
Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The goal of ESSA is to provide all students with a "significant opportunity to receive a fair, equitable, and high-quality education to close educational achievement gaps" By implementing appropriately differentiation small group instructional support and monitoring the fidelity of implementation, there should be significant progress made to close achievement gaps.

Measurable Outcome
Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

41% or more of students will demonstrate proficiency in ELA and in Mathematics as measured by PM3 testing.

Monitoring
Describe how this Area of Focus will be monitored for the desired outcome. Include a description of

how ongoing monitoring will impact student achievement outcomes.

The subgroups will be monitored for each assessment benchmark and action plans based on team problem solving to ensure there is progress to outcome goal.

Person responsible for monitoring outcome
Kim Griffiths

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
After reviewing the ESSA data, walk-throughs, and feedback from consultants, differentiation and continuation of professional developments for small group instruction is a well proven research based strategy that provides the students for students to give their optimal performance.

Rationale:
According to the work of John Hattie, small group instruction has an effect size of .49 indicating that this has a significant influence on student achievement.

Tier of Evidence-based Intervention:
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 to address this Area of Focus or implement this intervention.

Identify 2-3 action steps and the person responsible for each step.

Action Step #1
Teacher Professional Developments

Person Monitoring:	**By When/Frequency:**
Kim Griffiths	Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Monitoring of teachers progress with their individualized professional development goals to ensure skills are acquired to meet the needs of the ESSA subgroups. 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 to ensure the teacher is receiving supports on developing appropriate skills to meet the needs of the students in small groups.

Action Step #2
Training Opportunities for Low Performing Subgroups

Person Monitoring:	**By When/Frequency:**

Kim Griffiths   Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Application of FDLRS, FIN, and SIOP training to ensure our ESE and ELL 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.

Action Step #3
Increasing Vocabulary for Subgroups

Person Monitoring: **By When/Frequency:**
Amy Ballentine   Biweekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Professional development and implementation of vocabulary strategies need to be incorporated to increase student vocabulary to increase proficiency. Action Step 1- PLC at the beginning of the year from Just Read Florida to develop research based vocabulary strategies. Action Step 2- Monitor vocabulary strategies to ensure they are implemented in the classroom through walk-throughs and monitoring student progress on assessments. Action Step 3- Additional vocabulary professional development is needed based on student data and implementation of strategies.

IV. Positive Culture and Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

In order to establish a sense of belonging and a culture of partnership with families, conscious discipline strategies will be utilized.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

To decrease the number of office discipline referrals (ODR) and behaviors in the classroom by 20%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

PBIS team meetings will review discipline data each month and will make adjustments to the school's PBIS goals and strategies within conscious discipline.

Person responsible for monitoring outcome
Brittany Alexander

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
Conscious discipline provides an alternative to traditional rewards and punishment approach that aligns with PBIS. It provides learning opportunities for growth, builds self-control, establishes connections, creates a world view of empowerment, and has a whole-child approach that provides students with skills to handle whatever happens.

Rationale:
Conscious disciple is a trauma-informed, PBIS structure designed to build resiliency in students so they are ready to learn. This is a proven research-based system.

Tier of Evidence-based Intervention:
Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Implementation

Person Monitoring:	**By When/Frequency:**
Brittany Alexander	Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Creating opportunities for teachers and students to build a culture of belonging and safety. Action Step 1- Create professional development opportunity for teachers to learn the components of Conscious discipline if awarded the Unisig grant. Action Step 2- School wide implementation of reinforce expectations and celebration student goals after training and at the return of week-long breaks.

Action Step #2
PBIS Data Meetings

Person Monitoring:	**By When/Frequency:**
Kim Griffiths	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action

step:
Creating an opportunity for staff to provide feedback on discipline approaches. Action Step 1- Create monthly meetings for grade chairs to review discipline data and create an action plan as needed. Action Step 2- Meet with team members to review trends and data observed for tier 2 and tier 3 and determine if BFAS, BIPs, and FBA are current and addressing behavior concerns.

Area of Focus #2

Teacher Retention and Recruitment

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Teachers provide their best practices when they are in an environment in which they feel safe, supported, challenged, and accepted. Research shows that when students and districts focus on improving school climate, teachers are more likely to engage in collaboration, develop positive relationships, and demonstrate positive behaviors.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

100% of staff will participate in School Improvement Data Meetings following Progress Monitoring.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administration will run School Improvement Data meetings after each round of Progress Monitoring. Attendance logs and data presentations from the teachers will be shared three times a year.

Person responsible for monitoring outcome

Kim Griffiths

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:
To ensure a culture of collaboration and involvement is evident to increase the likelihood that teachers feel invested in this work and take ownership in their own personal development as well as ownership for student data.

Rationale:

Teacher morale can be improved by creating a collective vision with shared goals. Per the research of Erichsen and Reynolds (2020) and Morris (2020), Engaging staff in whole-school decision making, data analysis, and professional learning opportunities will ensure that everyone understands best professional practice. This practice builds a sense of trust and commitment to the continuous model for school improvement. Research shows that when schools support mentoring programs for teachers, there are benefits for the mentee, mentor, and the school. Participation in a mentoring program can increase teacher morale leading to teacher retention thereby potentially leading to an improvement in the academic performance of the students.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Mentor Program

Person Monitoring:	**By When/Frequency:**
Kim Griffiths	Montly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To ensure support in building mentee and mentor relationships to build a positive school culture. Action Step 1- Assign any new teacher or any teacher that is unsatisfactory or needs improvement in VAM to a mentor. Action Step 2- Mentors will work with mentees to ensure benchmark-aligned tasks and instruction are implemented, review of data, and to address concerns. The mentors will be paid a supplement.

Action Step #2

School Improvement Data Meetings

Person Monitoring:	**By When/Frequency:**
Kim Griffiths	3x a Year following Progress Monitoring

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

To ensure accountability, improve communication, and involvement with decision making, meetings will be held between administration and district office and/or board members and administration and teachers following progress monitoring. Action Step 1- Create a schedule and template to share growth of proficiency for ELA, Math, and Science, showcase growth of subgroups, and to create action steps for any barriers. Action Step 2- Administration to meet with district office and board to share growth of proficiency for ELA, Math, and Science, showcase growth of subgroups, and to create action steps for barriers if needed.

Action Step #3

Teacher Retention

Person Monitoring:	**By When/Frequency:**
Kim Griffiths	Semester

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Teachers will be provided a performance incentive based on a one year VAM. Action Step 1- Administration will submit the project performance accountability to the FDOE for approval. Action Step 2- Teachers will share their progress towards meeting their goals during their School Improvement Plan data meetings. Action steps will be created for barriers to ensure resources are provided to teachers if applicable.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

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.

Website: https://www.janiehowardwilson.com/

Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 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.

Link: Website: https://www.janiehowardwilson.com/

Plans to Strengthen the Academic Program
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 II of the SIP. (ESEA Section 1114(b)(7)ii))

This year, we are focusing on benchmark aligned tasks and assessments, differentiation of instruction, and increasing student engagement. These areas of focus will strengthen the quality of instruction and engagement in learning. It is critical for the teachers to develop and maintain pacing of the curriculum maps, lesson plans in Toddle that reflect the differentiation needed, 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, math, and science. The media specialist, reading coach, LEA, and Title One teacher 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 and Kagan strategies that need to be present in each Toddle unit.

How Plan is Developed
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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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 continue with the 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 Consious Discipline, 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.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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. (ESEA 1114(b)(7)(iii)(I))

Janie Howard Wilson provides school-based mental health services with 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.

Preparing for Postsecondary Opportunities and the Workforce

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. (ESEA 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.

Addressing Problem Behavior and Early Intervening Services

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 ESEA 1114(b)(7)(iii)(III)).

Janie Howard Wilson utilizes the MTSS program and reviews the data every six weeks with the leadership team, our BCBA, and the LEA. 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. Every month, the principal, ESE director and BCBA meet to discuss next steps with any tier 3 students.

Every two weeks, the administration, social worker, and instructional para meet to discuss progress with tier 2 behavior students and to problem solve.

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.

Professional Learning and Other Activities

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. (ESEA section 11149b)(7)(iii(V)).

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 assistant principal will provide opportunities with Conscious Discipline and Kagan strategies
- 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 director and LEA 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 teachers 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.
- 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 in partnership with grade chairs will utilize PBIS and Conscious Discipline 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.

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESEA 1114(b)(7)(iii)(V))

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.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

Each year the school administration and leadership team reviews the data to determine what changes need to be made to resources. This same process will be done at the minimum of each quarter to determine if additional responses are needed. It is important for Janie Howard Wilson to have specific targets to meet the needs of the students. Resources are evaluated based on data, walkthrough trends, fidelity of the resource, feedback, and observations.

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

It is important that the resources have a positive impact with the subgroups as well as increasing proficieny. Resources need to be differentiated to meet specific student needs and the tasks need to meet the complexity of the benchmark.

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 will use the Write Score program to add rigor to the writing lessons for the 2024-2025 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.

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.

These will be reviewed three times a year per teacher. Administrators will review this three times a

year with the charter office and/or board members.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.   **No**

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00