

Lake Wales Charter Schools

JANIE HOWARD WILSON SCHOOL



2026-27 Schoolwide Improvement Plan

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School Board Approval

A "Record School Board Approval Date" tracking event has not been added this plan. Add this tracking event with the board approval date in the notes field to update this section.

SIP Authority

Section (s.) 1001.42(18)(a), 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, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); 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, F.S., and as calculated under s. 1008.34(3)(b), F.S., 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, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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.

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, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

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

kim.griffiths@lwcharterschools.com

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 systemwide strategic objectives.

Leadership Team Member #2

Employee's Name

Jennifer Simpson

jennifer.simpson@lwcharterschools.com

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 systemwide strategic objectives.

Leadership Team Member #3

Employee's Name

Elizabeth Borders

elizabeth.borders@lwcharterschools.com

Position Title

LEA

Job Duties and Responsibilities

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 #4

Employee's Name

Zyneshia Walker

zyneshia.walker@lwcharterschools.com

Position Title

Reading Interventionist/ Title One

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 #5

Employee's Name

Megan Whitaker

megan.whitaker@lwcharterschools.com

Position Title

IB Coordinator

Job Duties and Responsibilities

- The development of the IB PYP Programme of Inquiry (POI)
 - Ensuring the POI is aligned to the IB philosophy
 - ensure vertically and horizontal alignment of the curriculum
 - Assure the school's progression towards alignment with the IB PYP standards
 - Regular review and refinement of the POI
 - Promotes the understanding and practice of academic honesty
- Professional Development
 - Comprise the needs of the school's practitioners in regard to professional development
 - Planning and conducting in house professional development
 - Coordinate and recommend official IB PYP trainings

- Oversee all teachers access and usage of the OCC and other IB world community events
- Provide general orientation to new staff members at the beginning of each year
- Develop and maintain a professional library for PYP practitioners
- Provide professional development that develops an inquiry-based approach to learning
- Provide professional development that helps teachers facilitate students taking responsibility for their own learning
- Developing the Learner Profile
 - Develop and ensure vertical implementation of practices that cultivate an internationally minded person
- Collaborative Planning
 - Work collaboratively with all team members and be involved in whole-school planning
 - Facilitate specialist subjects development of the Programme of Inquiry
 - Facilitate the flow of communication within the school
 - Develop protocol for sharing of best practices
 - Reporting the progress of the curricular review process to all stake holders
 - Plan with the Media Specialist to ensure the library plays a central role in the implementation of the IB PYP
 - Facilitates the use of the IB PYP planner
 - Ensures that the planning at the school addresses all the essential elements to strengthen the transdisciplinary nature of the programme
 - Provides support for students with learning and or special education needs and support for their teachers
 - Helps to develop a systemic approach to the integration of the subject-specific scope and sequences and the POI
 - Ensure that teachers have an overview of the students' learning experiences
 - Provide easy access to completed PYP planners which are coherent records of student learning
 - Establish agreed expectations for student learning
 - Facilitate collaborative planning that incorporates differentiation, is informed by assessment of student work, recognizes that all teachers are responsible for language development of students, addresses the IB learner profile attributes
 - Ensures that the written curriculum builds on students' previous learning experiences, and indicates the development of conceptual understanding, knowledge and skills
 - Facilitate the development of evidence of student learning over time across the curriculum that is reported to families
 - Facilitates the analyses of assessment data to inform teaching
- Mentorships

- Mentor individual teachers on essential PYP practices
- Action
 - Foster a spirit of action to make a difference in the world at the school
 - Endures that students are provided access to global issues and diverse perspectives
 - Oversees the utilization of resources and the community to enhance learning
- Communication
 - Disseminating IB communication to all practitioners
 - Preparing informational documents for the school's stake holders
 - Conduct ongoing parent workshops on all curricular aspects
 - Conduct monthly informational in-services for SAC (School Advisory Committee) members
- Documentation
 - Keeping IB documentation in order and accessible to all stake holders
 - Acting as the school's liaison with the IBO
 - Ensure re/authorization of the school
 - Facilitate the changes/recommendations of the IBO
 - Maintain a record of the various official trainings that practitioners have attended
- Language Learning
 - Develops an understanding and respect for students that are speakers of other languages
 - Coordinate with the second language teacher
- Student Experiences
 - Ensures that the written curriculum allows for meaningful student action, relevant experiences, promotes students' awareness of world issues, study of a host country, reflection of human commonality
 - Ensure that teaching and learning incorporates a range of resources, including information technologies
 - Ensures students are engaged in assessment that addresses all the essential elements of the IB PYP
 - Ensures the school provides students with feedback to inform and improve their learning

Leadership Team Member #6

Employee's Name

Deann Finnell

betty.finnell@lwcharterschools.com

Position Title

Media Specialist

Job Duties and Responsibilities

Plans and implements a library media program, which aligns to the mission and vision of the district; providing equal access to all students. Creates and maintains a library media center that is organized, welcoming, and conducive to learning. Delivers library media services by providing resources and instruction for students and teachers to become independent users of information. Plans, prepares, and provides instruction in the skills necessary to access, evaluate, analyze, and organize information in all formats to ensure optimal student achievement. Implements large group, small group, and individual settings. Plans prepares, and provides literature activities to promote a love of reading and lifelong learning for students. Uses, models, and assists users with instructional applications and use of technology for academic learning.

Demonstrates an understanding of best practice elements, including a research model, digital literacy, and knowledge of population-appropriate literature. Supports school-wide reading programs. Engages in professional development to enhance knowledge and to stay informed with current library trends. Manages the library media budget. Develops and maintains a balanced comprehensive collection of print and digital resources to support classroom curriculum and student reading needs. Works with teachers to identify resources and share information about online subscriptions with teachers, students, and parents. Understands copyright, Fair Use, licensing of intellectual property, and assists users with their understanding, adhering to district policies and procedures. Completes end of year library inventory and submits year-end forms. Assists the textbook manager with inventory, checks in and out equipment and materials to teachers and students.

2. Stakeholder Involvement

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 (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The School Improvement Plan (SIP) development process at Janie Howard Wilson Elementary is collaborative and inclusive, ensuring input from all stakeholder groups. The process begins with the school's leadership team, which analyzes student achievement data, identifies areas of need, and

develops the initial draft of the School Improvement Plan.

Once the draft is completed, it is presented to the faculty during a staff meeting to provide an opportunity for review, discussion, and feedback. The School Advisory Council (SAC) also receives a copy of the draft School Improvement Plan for review. Discussion of the plan, stakeholder input, and any recommendations are documented in the official SAC meeting minutes.

In addition, the School Improvement Plan is shared with families through the Parent Teacher Organization (PTO) meetings. The plan is reviewed, discussed, and opportunities for parent feedback are provided. These discussions are also documented in the PTO meeting minutes to demonstrate meaningful stakeholder engagement.

Whenever revisions are made to the School Improvement Plan, the updated information is communicated to all stakeholder groups, including faculty, SAC members, and families, to ensure transparency throughout the process.

Following approval by the Lake Wales Charter Schools governing board and/or the sponsoring district, Polk County Public Schools, the finalized School Improvement Plan is published on the school's website, making it readily accessible to all stakeholders and the community.

3. 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 (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The School Improvement Plan (SIP) serves as the school's roadmap for continuous improvement by outlining the specific action steps implemented between each progress monitoring assessment. These evidence-based strategies are carried out with fidelity to ensure accountability at all levels of the organization and to maximize their impact on student achievement and mastery of Florida's academic standards.

Throughout the school year, the leadership team regularly monitors the implementation and effectiveness of the identified action steps by analyzing student performance data, instructional practices, and progress toward established goals. At the conclusion of each progress monitoring assessment and each grading quarter, the School Improvement Plan is reviewed to evaluate the effectiveness of current strategies, identify areas requiring additional support, and make revisions based on data and stakeholder feedback. This ongoing cycle of planning, implementation, monitoring, and refinement ensures the School Improvement Plan remains responsive to student needs and focused on improving academic outcomes for all learners.

C. Demographic Data

2026-27 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
2025-26 TITLE I SCHOOL STATUS	
2025-26 ECONOMICALLY DISADVANTAGED (FRL) RATE	100.0%
CHARTER SCHOOL	YES
RAISE SCHOOL	NO
2025-26 ESSA IDENTIFICATION *UPDATED AS OF 07/09/2026	ATSI
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2025-26 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 <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2025-26: C 2024-25: C 2023-24: C 2022-23: C 2021-22: D

D. Early Warning Systems

1. Grades K-8

Current Year 2026-27

Using 2025-26 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		
School Enrollment	71	80	76	92	78	79	0	0	0	476	
Absent 10% or more school days	33	31	28	27	33	33	0	0	0	185	
One or more suspensions	10	22	16	18	26	33	0	0	0	125	
Course failure in English Language Arts (ELA)	3	4	2	9	2	10	0	0	0	30	
Course failure in Math	3	7	4	8	3	7	0	0	0	32	
Level 1 on statewide ELA assessment	0	0	0	24	23	26	0	0	0	73	
Level 1 on statewide Math assessment	0	0	0	15	18	34	0	0	0	67	
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	0	1	2	1	0	0	0	0	4	
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	0	0	0	0	0	0	0	

Current Year 2026-27

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	8	12	10	21	32	37	0	0	0	120

Current Year 2026-27

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	5	10	5	15	1	0	0	0	0	36
Students retained two or more times	0	0	0	5	5	4	0	0	0	14

Prior Year (2025-26) 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	
School Enrollment	54	86	71	86	77	82				456
Absent 10% or more school days										0
One or more suspensions										0
Course failure in English Language Arts (ELA)	5	6	6	11	3	13				44
Course failure in Math	6	8	7	9	4	7				41
Level 1 on statewide ELA assessment				12	10	27				49
Level 1 on statewide Math assessment				9	8	30				47
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
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2025-26) 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	5	2	3	9	3	17				39

Prior Year (2025-26) 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	8	11	9	13						41
Students retained two or more times				3	5	4				12

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

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 2025-26 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2026		2025		2024		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	
ELA Achievement*	42		62	43	59	37	57
Grade 3 ELA Achievement	48		61	46	59	32	58
ELA Learning Gains	46		63	59	60	61	60
ELA Lowest 25th Percentile	58		58	69	56	70	57
Math Achievement*	47		66	51	64	38	62
Math Learning Gains	48		64	49	63	50	62
Math Lowest 25th Percentile	40		50	31	51	50	52
Science Achievement	14		62	21	58	32	57
Social Studies Achievement*			95		92		
Graduation Rate							
Middle School Acceleration							
College and Career Acceleration							
Progress of ELLs in Achieving English Language Proficiency (ELP)			63				61

*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)

2025-26 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL FPPI – All Students	43%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the FPPI	343
Total Components for the FPPI	8
Percent Tested	97%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2025-26	2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*
43%	47%	50%	42%	36%	39%	

C. ESSA Subgroup Data Review (pre-populated)

2025-26 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	30%	Yes	5	1
English Language Learners	52%	No		
Black/African American Students	42%	No		
Hispanic Students	42%	No		
White Students	35%	Yes	2	
Economically Disadvantaged Students	44%	No		

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.

2025-26 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 2024-25	C&C ACCEL 2024-25	ELP PROGRESS
All Students	42%	48%	46%	58%	47%	48%	40%	14%					
Students With Disabilities	26%	0%	45%	50%	26%	44%	38%	7%					
English Language Learners	50%	46%	59%		61%	68%		27%					
Black/African American Students	34%	43%	46%	55%	47%	50%	56%	8%					
Hispanic Students	49%	50%	47%	60%	49%	48%	18%	17%					
White Students	39%		41%		42%	37%		14%					
Economically Disadvantaged Students	41%	46%	46%	56%	49%	50%	47%	15%					

2024-25 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 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	43%	46%	59%	69%	51%	49%	31%	21%					50%
Students With Disabilities	26%	29%	57%	62%	33%	25%	8%	17%					
English Language Learners	33%	15%	48%		58%	37%		30%					50%
Black/African American Students	47%	56%	60%	40%	49%	51%	15%	22%					
Hispanic Students	44%	40%	59%	71%	56%	52%	50%	27%					50%
White Students	36%	43%	56%		48%	42%		10%					
Economically Disadvantaged Students	42%	43%	58%	66%	51%	53%	32%	21%					48%

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%

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.

2025-26 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	3	45%	53%	-8%	60%	-15%
ELA	4	44%	53%	-9%	60%	-16%
ELA	5	29%	52%	-23%	61%	-32%
Math	3	54%	56%	-2%	66%	-12%
Math	4	53%	56%	-3%	65%	-12%
Math	5	29%	51%	-22%	62%	-33%
Science	5	15%	49%	-34%	60%	-45%

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?

Our greatest strength is our commitment to supporting students who require the most academic intervention in English Language Arts. In 2026, the school earned a score of 58% in ELA Lowest 25th Percentile, matching the state average and demonstrating that targeted interventions, small-group instruction, and progress monitoring continue to positively impact struggling readers. Additionally, Grade 3 ELA Achievement has increased by 16 percentage points over the past two years, reflecting stronger foundational literacy instruction and an ongoing commitment to early reading success. These strengths provide a solid foundation as the school continues to strengthen achievement and learning gains across all content areas. The specific action steps have been the implementation of UFLI in the primary grades, building a reading incentive program with Accelerated Reader for monthly AR celebrations, recognizing words read, and focusing on the explicit reading model provided by Florida Center of Reading Research.

Lowest Performance

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

Science Achievement was the school's lowest-performing accountability component in 2026, earning a score of 14%, significantly below the state average of 62%. This decline reflects the need to strengthen science instruction through increased instructional time, standards-aligned planning, and consistent implementation of inquiry-based learning experiences. Additional contributing factors include historical learning gaps, limited opportunities for rigorous hands-on investigations, and the need for ongoing professional learning focused on effective science instruction. The school's trend data indicates a decline from 21% in 2025 to 14% in 2026, making science the highest priority for improvement. To address this need, the school will focus on strengthening the implementation of Mystery Science and Florida B.E.S.T. Science Standards, integrating science into literacy instruction where appropriate, utilizing formative assessment data to guide instruction and provide communications of the assessments through Parent Portal, and providing teachers with collaborative planning and coaching to improve student achievement in science.

Greatest Decline

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

contributed to this decline.

ELA Learning Gains showed the greatest decline from the prior year, decreasing 13 percentage points from 59% in 2025 to 46% in 2026. Contributing factors included increased rigor of state assessments, inconsistent academic growth among students requiring intensive interventions, attendance challenges that affected instructional continuity, and the need for more consistent implementation of high-impact instructional practices across classrooms. Although overall ELA Achievement remained relatively stable and Grade 3 ELA Achievement continued to improve, the reduction in learning gains indicates a need to strengthen differentiated instruction, data-driven small-group interventions, progress monitoring, and collaborative planning. During the 2026–2027 school year, the school will prioritize accelerating student growth through targeted literacy interventions with a specific targeted time with the master schedule, consistent use of instructional roadmaps, frequent formative assessments, and professional learning focused on evidence-based reading practices aligned to the Florida B.E.S.T. Standards.

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.

Science Achievement demonstrated the greatest performance gap when compared to the state average in 2026. The school earned a proficiency score of 14%, compared to the state average of 62%, resulting in a 48-percentage-point achievement gap. Trend data indicates a decline in science performance from 21% in 2025 to 14% in 2026, identifying Science Achievement as the school's highest priority for improvement.

Root cause analysis identified several contributing factors impacting student performance, including limited instructional time dedicated to science, the need for increased consistency in the implementation of the Florida B.E.S.T. Science Standards, and the need for additional opportunities for students to engage in inquiry-based, hands-on learning experiences. Additionally, gaps in students' foundational science knowledge, academic vocabulary, and opportunities to apply scientific reasoning have impacted students' ability to demonstrate mastery of grade-level standards.

During the 2026–2027 school year, Janie Howard Wilson Elementary will strengthen science achievement by increasing the rigor, consistency, and intentionality of standards-aligned science instruction. Teachers will utilize the 3Is framework—Intentional Instruction, Intervention, and Inquiry—as a foundation for collaborative planning to ensure students have a clear pathway toward mastery of the Florida B.E.S.T. Science Standards. Through the use of the 3Is, teachers will identify the intended learning outcomes, design purposeful instruction aligned to the rigor of the standards, plan inquiry-based learning experiences that promote scientific thinking, and utilize data to provide targeted interventions for students requiring additional support.

The school will enhance science instruction through the implementation of Mystery Science, standards-aligned lessons, collaborative planning, and the intentional use of formative assessment

data to monitor student progress and adjust instruction. Teachers will increase opportunities for hands-on investigations, STEM experiences, and integration of literacy strategies within science instruction to strengthen scientific vocabulary, comprehension, and students' ability to communicate evidence-based explanations.

Through these focused improvement strategies, Janie Howard Wilson Elementary will build teacher capacity, increase student engagement, and improve student mastery of science standards. The school will continue to monitor progress through ongoing data analysis, collaborative planning, and evidence-based instructional practices to close the achievement gap and increase science proficiency for all learners.

EWS Areas of Concern

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

The school's most significant Early Warning Indicator is chronic absenteeism, with 185 students (38.9% of enrollment) missing 10% or more of the school year. Excessive absences reduce instructional time, limit participation in targeted interventions, and negatively impact student achievement and learning gains. Additionally, 125 students (26.3%) received one or more suspensions, indicating that student behavior and engagement continue to affect academic success. While course failure rates remain relatively low, 73 students scored Level 1 in ELA and 67 students scored Level 1 in Mathematics on the statewide assessment, demonstrating the need to strengthen Tier I instruction and intervention systems. During the 2026–2027 school year, the school will prioritize improving student attendance through family engagement, attendance monitoring, and early intervention, while also implementing restorative behavior practices, the Ron Clark House System to increase engagement, targeted small-group instruction, and data-driven interventions to improve student achievement and reduce early warning indicators.

Highest Priorities

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

Based on the analysis of 2026 Florida School Accountability data and Early Warning System (EWS) indicators, Janie Howard Wilson Elementary has identified five high-priority areas for improvement that will guide the development and implementation of the 2026–2027 School Improvement Plan (SIP). These priorities are aligned to the school's commitment to continuous improvement, data-driven decision making, and ensuring all students receive equitable access to rigorous, standards-based instruction.

The first priority area is improving Science Achievement. Science Achievement represents the greatest area of need based on the accountability data, with the school earning 14% proficiency compared to the state average of 62%, resulting in a 48-percentage-point achievement gap. Additionally, science achievement declined from 21% in 2025 to 14% in 2026. Root cause analysis indicates a need to strengthen consistent implementation of grade-level science standards, increase opportunities for inquiry-based and hands-on learning, and enhance teacher capacity through

collaborative planning and professional learning. During the 2026–2027 school year, the school will focus on increasing the rigor and consistency of science instruction through standards-aligned planning, utilization of formative assessment data, integration of scientific literacy strategies, and increased student engagement through inquiry and STEM experiences.

The second priority area is improving student attendance and reducing chronic absenteeism. Early Warning System data identified chronic absenteeism as the most significant non-academic barrier impacting student success, with 185 students (38.9% of enrollment) absent 10% or more of the school year. Excessive absences negatively impact student achievement, access to interventions, and opportunities for meaningful engagement in classroom learning. The school will implement targeted attendance improvement strategies, including early identification of students at risk, attendance monitoring systems, family engagement efforts, and collaborative problem-solving with families and stakeholders to address barriers to consistent attendance.

The third priority area is increasing ELA Learning Gains through targeted instruction and intervention. While Grade 3 ELA Achievement demonstrated continued improvement and overall ELA Achievement remained stable, ELA Learning Gains experienced the greatest decline among academic accountability components, decreasing 13 percentage points from 59% in 2025 to 46% in 2026. This indicates a need to increase the percentage of students making expected annual progress. The school will address this priority through strengthening Tier I literacy instruction, implementing consistent small-group instruction, utilizing progress monitoring data to inform instructional decisions, and increasing collaboration around standards-based planning using instructional roadmaps and high-impact literacy practices.

The fourth priority area is strengthening student engagement and improving the schoolwide behavior system. EWS data indicates that 125 students (26.3%) received one or more suspensions, resulting in lost instructional time and decreased access to learning opportunities. The school will continue to build a positive school culture through proactive behavior supports, restorative practices, increased student engagement strategies, and implementation of the Ron Clark House System. These efforts will support improved student relationships, increased belonging, and a reduction in disciplinary incidents.

The fifth priority area is increasing Mathematics Achievement and accelerating learning for students performing below proficiency. Mathematics Achievement improved from 38% in 2024 to 47% in 2026, demonstrating progress; however, student performance remains below the state average of 66%, representing a 19-percentage-point gap. Additionally, 67 students scored Level 1 on the statewide mathematics assessment, indicating a continued need for targeted support. The school will focus on strengthening Tier I mathematics instruction through standards-based planning, differentiated small-group instruction, mathematical discourse, use of formative assessments, and data-driven interventions aligned to student needs.

Through the implementation of these priorities, Janie Howard Wilson Elementary will continue to foster a culture of continuous improvement focused on student achievement, instructional excellence,

and stakeholder collaboration. These goals align with the school's mission, the Lake Wales Charter Schools Strategic Plan, and the expectations of the Florida Department of Education and Cognia accreditation framework by utilizing measurable outcomes, evidence-based practices, and a systematic approach to improving student success for all learners.

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 Science

Area of Focus Description and Rationale

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.

Science Achievement demonstrated the greatest performance gap when compared to the state average in 2026. The school earned a proficiency score of 14%, compared to the state average of 62%, resulting in a 48-percentage-point achievement gap. Trend data indicates a decline in science performance from 21% in 2025 to 14% in 2026, identifying Science Achievement as the school's highest priority for improvement.

Root cause analysis identified several contributing factors impacting student performance, including limited instructional time dedicated to science, the need for increased consistency in the implementation of the Next Gen. Sunshine State Standards (NGSSS) and the need for additional opportunities for students to engage in inquiry-based, hands-on learning experiences. Additionally, gaps in students' foundational science knowledge, academic vocabulary, and opportunities to apply scientific reasoning have impacted students' ability to demonstrate mastery of grade-level standards. During the 2026–2027 school year, Janie Howard Wilson Elementary will strengthen science achievement by increasing the rigor, consistency, and intentionality of standards-aligned science instruction. Teachers will utilize the 3Is framework—Ignite-Investigate- Inform —as a foundation for collaborative planning to ensure students have a clear pathway toward mastery of the Next Gen Sunshine State Standards (NGSSS) Through the use of the 3-I's, teachers will identify the intended learning outcomes, design purposeful instruction aligned to the rigor of the standards, plan inquiry-based learning experiences that promote scientific thinking, and utilize data to provide targeted interventions for students requiring additional support.

The school will enhance science instruction through the implementation of Mystery Science, standards-aligned lessons, collaborative planning, nonfiction passages, and the intentional use of formative assessment data to monitor student progress and adjust instruction. Teachers will increase opportunities for hands-on investigations, STEM experiences, and integration of literacy strategies within science instruction to strengthen scientific vocabulary, comprehension, and students' ability to communicate evidence-based explanations.

Through these focused improvement strategies, Janie Howard Wilson Elementary will build teacher

capacity, increase student engagement, and improve student mastery of science standards. The school will continue to monitor progress through ongoing data analysis, collaborative planning, and evidence-based instructional practices to close the achievement gap and increase science proficiency for all learners.

Measurable Outcome

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.

The percentage of students proficient in science will increase from 14% to 65% as measured by the 2027 state science assessment.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Science performance will be monitored by the school-based leadership team, LWCS district science coach, school improvement science committee, and teachers. Teams will use on-going unit standards assessment data and mid-year formative assessment data to problem-solve and drive instruction.

Person responsible for monitoring outcome

Kim Griffiths & Jennifer Simpson

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

To increase science proficiency and close achievement gaps, Janie Howard Wilson will implement the 3Is instructional framework to ensure science instruction is intentional, standards-aligned, rigorous, and responsive to student needs. The 3Is framework used in Florida elementary science instruction focuses on the following: Ignite-Investigate- Inform

Rationale:

Intentional Instruction: Teachers will begin with a clear understanding of the standards and intentionally plan lessons that identify the desired learning outcome, success criteria, and evidence of mastery. Instructional planning will include clear expectations for what students need to know, understand, and demonstrate. Teachers will utilize data to determine student needs and plan differentiated instruction, including small-group support, scaffolding, and enrichment opportunities. Lessons will be designed to meet the needs of all learners, including ESE, ESOL, and other identified subgroups. Instructional Rigor: Teachers will provide explicit instruction through teacher modeling, think-alouds, guided practice, and opportunities for students to apply their learning independently. In science instruction, teachers will intentionally integrate literacy strategies by incorporating reading, writing, and academic vocabulary to support students in comprehending complex scientific concepts and communicating their understanding. Students will engage in benchmark-aligned tasks that

require critical thinking, analysis, application, and transfer of knowledge while incorporating IB PYP Approaches to Learning (ATLs), including thinking, communication, research, self-management, and social skills. Instructional Impact: Teachers will monitor student understanding throughout the lesson by utilizing formative assessments, questioning strategies, student discussion, and analysis of student work. Immediate and specific corrective feedback will be provided to address misconceptions and guide students toward mastery. PLC teams will analyze student data and determine instructional adjustments necessary to ensure students receive the appropriate level of support and challenge. To ensure consistent implementation of the 3Is framework, administration will utilize classroom walkthroughs, lesson plan reviews, and Professional Learning Communities (PLCs) to monitor instructional practices and identify trends. Teachers will collaborate to develop rigorous tasks, analyze student responses, and identify effective strategies that increase student achievement. Through intentional planning, explicit instruction, rigorous learning experiences, and responsive feedback, Janie Howard Wilson will ensure students are actively engaged in learning and provided with the necessary support to achieve mastery of grade-level standards.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Assessments & Checks for Understanding

Person Monitoring:

Kim Griffiths & Jennifer Simpson

By When/Frequency:

Two Times a Month

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

Plan and utilize thoughtful classwork assignments and assessments that increase student engagement, promote critical thinking, and demonstrate a deeper understanding of the science standards documented in Focus.

Action Step #2

Integration of Reading and Writing with the Science Instruction.

Person Monitoring:

Kim Griffiths and Jennifer Simpson

By When/Frequency:

Weekly

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

Classroom teachers will document the grade level reading passages and structured writing with note-taking and/or summarizing within science lessons to enhance student processing and retention of content.

Action Step #3

Science Instructional Routine

Person Monitoring:

Kim Griffiths & Jennifer Simpson

By When/Frequency:

Weekly

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

step:

Employ science instructional routines including the 3-I's daily instructional routine: Ignite-Investigate-Inform instruction to ensure daily science lessons are presented in a format that is conducive to monitoring for learning with feedback.

Action Step #4

Data Analysis

Person Monitoring:

Kim Griffiths & Jennifer Simpson

By When/Frequency:

Monthly

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

Incorporate data analysis within professional learning communities to enhance delivery to support the diverse needs of the students.

Area of Focus #2

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

Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale**

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.

English Language Arts (ELA) remains a critical area of focus for Janie Howard Wilson as literacy proficiency serves as the foundation for student success across all content areas and directly impacts students' readiness for the transition to middle school. Strong reading comprehension, vocabulary development, written communication, and critical thinking skills are essential for students to successfully access increasingly complex texts and rigorous academic expectations in future grade levels.

Based on the 2026 Florida Assessment of Student Thinking (FAST), more than 58% of students assessed in grades 3, 4, and 5 did not demonstrate proficiency in ELA. This data indicates a continued need for intentional, standards-aligned instruction focused on strengthening foundational literacy skills, comprehension strategies, academic vocabulary, and students' ability to analyze and respond to complex texts.

Measurable Outcome

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.

The percentage of students proficient in ELA proficiency will increase from 42 % to 65% as measured by the 2027 state ELA assessment. We will also increase from 46% in ELA learning gains to 65% and the bottom 25% will increase from 58% to 65%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

ELA performance will be monitored by the school-based leadership team, LWCS district ELA coach, school improvement ELA committee, and teachers. Teams will use on-going unit standards assessment data and mid-year formative assessment data to problem-solve and drive instruction.

Person responsible for monitoring outcome

Kim Griffiths and Jennifer Simpson

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Design and implement intentional whole-group and small-group instruction grounded in evidence-based literacy practices to ensure all students have access to rigorous, standards-aligned learning experiences. Teachers will utilize purposeful questioning techniques to promote higher-order thinking, deepen comprehension, and require students to provide evidence-based responses. Instruction will focus on building reading stamina through meaningful engagement with complex texts, literature circles, and collaborative discussions that strengthen comprehension, vocabulary, and communication skills. Students will engage in text-based writing opportunities that require them to analyze, synthesize, and communicate their understanding using evidence from grade-level texts. Teachers will establish structures for academic discourse that encourage students to explain their thinking, respectfully challenge ideas, and build confidence as independent learners. Instruction will include ongoing monitoring for learning through formative assessments, student work analysis, and timely, specific feedback. Teachers will use data collected during instruction to adjust small-group instruction, provide targeted scaffolds, and differentiate learning tasks to meet the needs of all students, including ESE, ESOL, and students requiring additional support or enrichment. Through intentional instruction and responsive feedback, students will develop the literacy skills necessary to demonstrate mastery of Florida B.E.S.T. Standards.

Rationale:

Research consistently demonstrates that students achieve greater literacy growth when instruction is intentional, explicit, and responsive to individual learning needs. Evidence from the Florida Center for Reading Research (FCRR) and national literacy research supports the use of systematic instruction that includes explicit modeling, guided practice, opportunities for application, and corrective feedback. These practices are especially important for students who require additional support in developing foundational reading skills, comprehension, vocabulary, and written communication. Intentional whole-group and small-group instruction allows teachers to provide grade-level, standards-aligned instruction while also addressing specific skill gaps identified through assessment data. Small-group instruction is supported by research as an effective approach for providing differentiated instruction, targeted intervention, and opportunities for increased student practice and feedback. Through the MTSS framework, teachers can use progress monitoring data to identify student needs, adjust instruction, and provide timely interventions to accelerate learning. Research on effective literacy instruction emphasizes the importance of purposeful questioning and academic discourse in

developing comprehension and critical thinking skills. Higher-order questioning requires students to analyze text, explain their reasoning, make connections, and support responses with evidence. Structured academic conversations, including literature circles and collaborative discussions, provide students with opportunities to strengthen oral language, vocabulary, and comprehension while developing communication skills. Text-based writing is supported by research as a high-impact literacy practice because it requires students to read closely, analyze information, and communicate understanding using evidence from complex texts. Writing about reading strengthens comprehension and prepares students for the expectations of college, career, and future grade-level standards. Providing frequent opportunities for students to respond to text also allows teachers to monitor understanding and provide targeted feedback. Additionally, research demonstrates that timely, specific feedback has a significant impact on student achievement by helping students understand their progress toward mastery and identify next steps for improvement utilizing the Roadmaps guide. By continuously monitoring learning through formative assessments, analyzing student work, and adjusting instruction, teachers can ensure students receive the appropriate level of support and challenge. The implementation of evidence-based literacy practices, including explicit instruction, purposeful questioning, academic discourse, text-based writing, and responsive feedback, supports Janie Howard Wilson's commitment to increasing ELA proficiency and closing achievement gaps. These instructional practices align with Florida B.E.S.T. Standards with the use of the Roadmaps, the MTSS framework, and the school's focus on ensuring all students develop the literacy skills necessary for success in middle school and beyond.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Assessments & Checks for Understanding

Person Monitoring:

Kim Griffiths & Jennifer Simspon

By When/Frequency:

Twice a Month

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

Plan and utilize thoughtful classwork assignments and assessments that increase student engagement, promote critical thinking, and demonstrate a deeper understanding of the ELA standards documented in Focus.

Action Step #2

Implementation of Literature Circles

Person Monitoring:

Kim Griffiths & Jennifer Simpson

By When/Frequency:

Weekly

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

Teachers will implement structured literature circles during ELA instruction to increase reading stamina, comprehension, vocabulary development, and academic discourse. Students will engage with grade-level texts through collaborative discussions, text-based questioning, and evidence-

supported responses. Teachers will monitor student participation and understanding through formative assessments, student reflections, and analysis of reading responses to provide differentiated support and ensure alignment with Florida B.E.S.T. Standards

Action Step #3

Writing

Person Monitoring:

Kim Griffiths & Jennifer Simpson

By When/Frequency:

Weekly

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

Implement daily standards-aligned reading and writing opportunities that require students to closely read grade-level texts, annotate for understanding, respond through evidence-based writing, and receive timely feedback to improve literacy skills.

Action Step #4

Small Group Instruction

Person Monitoring:

Kim Griffiths & Jennifer Simpson

By When/Frequency:

Weekly

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

Implement differentiated, standards-aligned instructional supports within core ELA instruction to ensure all students have access to grade-level learning. Provide targeted scaffolds and accommodations for students receiving ESE services and English Language Learners (ELL), while incorporating enrichment opportunities, complex texts, and higher-order tasks for students performing above benchmarks to deepen mastery of ELA standards and increase student ownership during independent practice.

Action Step #5

Academic Discourse & IB PYP ATLs

Person Monitoring:

Kim Griffiths & Jennifer Simpson

By When/Frequency:

Weekly

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

Implement consistent classroom structures that promote inquiry, collaboration, and student agency by engaging learners in meaningful academic discourse, questioning, and reflection. Provide opportunities for students to develop communication, social, thinking, research, and self-management ATL skills through purposeful discussions, collaborative problem-solving, literature-based conversations, and inquiry cycles that encourage students to construct meaning, share perspectives, and deepen understanding of grade-level content.

Area of Focus #3

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

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.

Mathematics remains a critical area of focus for Janie Howard Wilson Elementary as foundational math literacy in the elementary grades directly impacts students' ability to successfully engage in increasingly complex mathematical concepts throughout middle school, high school, and beyond. Developing strong mathematical fluency, academic vocabulary, conceptual understanding, problem-solving strategies, and critical-thinking skills is essential for students to confidently apply mathematical reasoning and meet the rigorous expectations of future grade levels.

Based on the 2026 Florida Assessment of Student Thinking (FAST) results, more than 53% of students assessed in grades 3–5 did not demonstrate proficiency in mathematics, indicating a continued need for intentional, standards-aligned instruction focused on increasing student mastery of grade-level benchmarks. Data trends identify the need to strengthen core mathematics instruction through explicit modeling, opportunities for mathematical discourse, productive struggle, and frequent formative assessment to identify and address learning gaps.

To address this area of need, teachers will implement evidence-based mathematics practices that emphasize conceptual understanding, procedural fluency, and application of skills through real-world problem solving. Instruction will incorporate differentiated supports, targeted intervention, and enrichment opportunities to ensure all learners have access to rigorous grade-level content.

Measurable Outcome

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.

The percentage of students proficient in ELA proficiency will increase from 47% to 65% as measured by the 2027 state Math assessment. We will also increase from 48% in math learning gains to 65% and the bottom 25% will increase from 40% to 65%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Math performance will be monitored by the school-based leadership team, LWCS district Math coach, school improvement Math committee, and teachers. Teams will use on-going unit standards assessment data and mid-year formative assessment data to problem-solve and drive instruction.

Person responsible for monitoring outcome

Kim Griffiths and Jennifer Simpson

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored

for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Design and implement intentional whole-group and small-group mathematics instruction grounded in evidence-based instructional practices to ensure all students have access to rigorous, standards-aligned learning experiences. Teachers will utilize explicit modeling, purposeful questioning, and mathematical discourse strategies to promote higher-order thinking, conceptual understanding, and student ownership of mathematical reasoning. Instruction will focus on strengthening mathematical fluency, academic vocabulary, problem-solving skills, and the ability to apply strategies to complex, grade-level tasks. Students will engage in authentic mathematical experiences that require them to explain their reasoning, justify solutions, analyze multiple strategies, and make connections between mathematical concepts. Teachers will establish structures for academic discourse and collaboration that encourage students to communicate mathematical thinking, respectfully evaluate peer strategies, and develop confidence as independent problem solvers. Instruction will provide opportunities for students to engage in productive struggle, explore multiple pathways to solutions, and apply mathematical reasoning in meaningful contexts. Instruction will include ongoing monitoring for learning through formative assessments, student work analysis, standards-based tasks, and timely, specific feedback. Teachers will use data collected during instruction to adjust whole-group and small-group instruction, provide targeted interventions, implement appropriate scaffolds, and differentiate learning opportunities to meet the needs of all students, including ESE, ESOL, students requiring additional support, and students needing enrichment. Through intentional, data-driven mathematics instruction, students will develop the conceptual understanding, procedural fluency, and critical-thinking skills necessary to demonstrate mastery of the Florida B.E.S.T. Mathematics Standards.

Rationale:

Research indicates that effective mathematics instruction requires a balance of conceptual understanding, procedural fluency, and opportunities for students to apply mathematical reasoning through problem solving. Evidence-based practices such as explicit instruction, purposeful questioning, mathematical discourse, formative assessment, and targeted small-group support improve student achievement by allowing teachers to identify learning gaps and provide responsive instruction. Providing students with opportunities to explain their thinking, analyze strategies, and engage in productive struggle strengthens mathematical reasoning and promotes deeper understanding of grade-level standards. Differentiated, data-driven instruction ensures all students, including those needing additional support or enrichment, receive appropriate scaffolds and rigorous learning opportunities to achieve mathematics proficiency.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Writing and Note Taking

Person Monitoring:

Kim Griffiths and Jennifer Simpson

By When/Frequency:

Weekly

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

step:

Implement structured writing and note-taking strategies during mathematics instruction to strengthen students' understanding, academic vocabulary, mathematical reasoning, and retention of key concepts. Students will regularly explain problem-solving processes, justify solutions, and record mathematical thinking using standards-aligned representations

Action Step #2

Increasing Math Fact Fluency

Person Monitoring:

Kim Griffiths & Jennifer Simpson

By When/Frequency:

Monthly

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

Implement consistent, targeted math fact fluency practice through evidence-based strategies, including daily fact routines, strategy development, and progress monitoring, to build computational accuracy, efficiency, and confidence in applying foundational math skill

Action Step #3

Assessments and Checks for Understanding

Person Monitoring:

Kim Griffiths & Jennifer Simpson

By When/Frequency:

Twice a Month

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

Plan and utilize thoughtful classwork assignments and assessments that increase student engagement, promote critical thinking, and demonstrate a deeper understanding of the math standards documented in Focus.

Action Step #4

Academic Discourse

Person Monitoring:

Kim Griffiths & Jennifer Simpson

By When/Frequency:

Weekly

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

Implement structured opportunities for mathematical discourse that require students to explain their reasoning, justify solutions, use academic vocabulary, and collaborate with peers to deepen conceptual understanding and mathematical thinking.

Action Step #5

Mathematical Instructional Routines

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

Weekly

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

Classroom Teachers will employ routines that promote student-centered learning such as Concrete-Representational-Abstract (CRA) approach, purposeful questioning, and multiple representations to build conceptual understanding and strengthen problem-solving skills by following the guidance from Roadmaps.

Area of Focus #4

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

Area of Focus Description and Rationale

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.

Janie Howard Wilson Elementary is entering its sixth consecutive year of not meeting the federal index requirement of 41% proficiency for the ESE subgroup, indicating a continued need for intentional, data-driven instructional practices to accelerate student achievement. The 2026 Florida Assessment of Student Thinking (FAST) data demonstrates significant achievement gaps for ESE students across content areas, with English Language Arts Achievement at 26%, Mathematics Achievement at 26%, and Science Achievement at 7%. While some progress was demonstrated in learning gains, including 45% in ELA Learning Gains, 50% in ELA Lowest 25% Learning Gains, 44% in Math Learning Gains, and 38% in Math Lowest 25% Learning Gains, overall proficiency outcomes indicate a need for stronger instructional supports and increased access to grade-level standards. This area of focus was identified through analysis of subgroup performance data and federal accountability indicators. To address these needs, JHW will strengthen core instruction by implementing evidence-based practices that include explicit instruction, scaffolded supports, differentiated small-group instruction, frequent progress monitoring, and timely feedback. Teachers will utilize student data to identify skill gaps, provide targeted interventions, and ensure ESE students have access to rigorous, standards-aligned learning experiences. Instructional practices will emphasize increasing student engagement, building academic vocabulary, strengthening foundational literacy and numeracy skills, and developing students' ability to apply knowledge through complex tasks. Through collaborative planning, data-driven decision-making, and consistent implementation of high-impact instructional routines, JHW will work toward increasing ESE student proficiency and meeting federal accountability expectations.

Measurable Outcome

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.

By the end of the 2026–2027 school year, JHW will increase ESE subgroup performance indicators by improving proficiency outcomes in ELA, Mathematics, and Science through targeted intervention, differentiated instruction, and standards-aligned instructional practices, with the goal of meeting or exceeding the federal index requirement of 41%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Monitor ESE student progress through ongoing analysis of formative assessments, FAST progress monitoring data, intervention records, and student work samples to ensure instructional support is effectively increasing achievement at PLCs weekly. Teams will review data regularly to identify skill gaps, adjust differentiated instruction, provide targeted interventions, and monitor growth toward meeting proficiency goals and the federal index requirement.

Person responsible for monitoring outcome

Kim Griffiths & Jennifer Simpson

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Janie Howard Wilson Elementary will focus on increasing academic achievement for Students with Disabilities (SWD) through intentional, data-driven instruction, targeted interventions, and consistent implementation of evidence-based instructional practices. This focus area was identified due to continued performance gaps reflected in federal accountability data, with the SWD subgroup not meeting the required federal index proficiency threshold for the sixth consecutive year. The 2026 assessment data demonstrates a need to strengthen student outcomes across content areas, including ELA Achievement (26%), Mathematics Achievement (26%), and Science Achievement (7%). To address these needs, JHW will implement rigorous, standards-aligned instruction supported by differentiated scaffolds, explicit teaching strategies, flexible small-group instruction, and frequent progress monitoring. Teachers will collaborate to analyze student data, align instruction to individual learning needs and IEP goals, and provide targeted support while maintaining high expectations and access to grade-level standards. Instruction will emphasize academic vocabulary, student engagement, mathematical and literacy reasoning, and opportunities for students to explain their thinking and apply skills in meaningful contexts.

Rationale:

Through consistent data cycles, collaborative planning, and responsive instructional adjustments, JHW will increase SWD student growth, improve proficiency outcomes, and work toward meeting federal accountability expectations by ensuring all students receive the support necessary to achieve academic success. Instruction will be strengthened through the intentional implementation of Specially Designed Instruction (SDI) within an inclusive learning environment, where ESE teachers and general education teachers collaborate to provide targeted supports, accommodations, scaffolds, and differentiated instruction aligned to individual student needs and IEP goals. Research supports that students with disabilities demonstrate greater academic growth when they have consistent access to grade-level standards, evidence-based instructional practices, explicit instruction, frequent feedback, and targeted interventions. Collaborative planning between general education and ESE teachers enhances instructional alignment by ensuring accommodations, modifications, and SDI strategies are embedded within daily instruction rather than provided in isolation. Through inclusion

practices, data-informed decision making, and purposeful small-group instruction, JHW will increase student engagement, strengthen foundational skills, and provide equitable opportunities for SWD students to demonstrate mastery of grade-level expectations.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Specially Designed Instruction (SDI)

Person Monitoring:

Kim Griffiths & Jennifer Simpson

By When/Frequency:

Weekly

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

Implement and document consistent Specially Designed Instruction (SDI) through collaborative planning between general education and ESE teachers to ensure instruction is aligned to IEP goals, grade-level standards, and individual student needs. Teachers will utilize evidence-based strategies, targeted scaffolds, accommodations, and differentiated small-group instruction to provide SWD students access to rigorous learning experiences while monitoring progress and adjusting instruction based on student data.

Action Step #2

Strengthen Family Partnerships and Student Goal Setting

Person Monitoring:

Kim Griffiths & Jennifer Simpson

By When/Frequency:

Monthly

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

Implement intentional family engagement practices that foster collaboration between school, students, and families to support academic growth. Teachers will communicate student learning goals, progress toward mastery, and strategies for continued improvement while involving students and families in goal-setting conversations. Through regular updates, data discussions, and meaningful partnerships, JHW will strengthen shared accountability for student achievement and success.

Action Step #3

Implement Data-Driven Small Group Instruction

Person Monitoring:

Kim Griffiths and Jennifer Simpson

By When/Frequency:

Weekly

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

Utilize assessment data, IEP goals, and progress monitoring results to implement targeted small-group instruction in ELA, mathematics, and science that addresses identified skill gaps, provides differentiated support, and accelerates SWD student growth toward grade-level proficiency.

Action Step #4

Monitor SWD Progress Toward Federal Index Goals

Person Monitoring:

Kim Griffiths & Jennifer Simpson

By When/Frequency:

Every Two Weeks

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

Establish consistent data review cycles to monitor SWD subgroup performance, evaluate progress toward federal index requirements, identify instructional barriers, and implement responsive, evidence-based actions to increase proficiency in ELA, mathematics, and science.

IV. Positive Learning Environment**Area of Focus #1**

Multiple Early Warning Signs

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.

Janie Howard Wilson Elementary will focus on strengthening systems of support that address early warning indicators impacting student achievement, engagement, and overall success. Analysis of the 2026 Early Warning System (EWS) data identifies a need for intentional interventions related to attendance, behavior, and academic performance. 185 students (38.9%) were identified as absent 10% or more of school days, 125 students (26.3%) received one or more suspensions, and 69 students demonstrated two or more early warning indicators, placing them at increased risk for academic challenges. Additional academic indicators include 30 students with ELA course failures, 32 students with mathematics course failures, 73 students scoring Level 1 on the statewide ELA assessment, and 67 students scoring Level 1 on the statewide mathematics assessment.

This data indicates the need for proactive, coordinated systems that identify barriers to learning and provide timely academic, behavioral, and attendance supports. JHW will implement evidence-based practices focused on improving student attendance, strengthening positive behavior supports, increasing student engagement, and providing targeted academic interventions. Through collaborative data reviews, student support teams, family partnerships, and progress monitoring cycles, staff will identify students requiring additional support and implement responsive strategies aligned to individual student needs.

By addressing multiple early warning indicators through a comprehensive support system, JHW will increase student engagement, reduce barriers to learning, and improve academic outcomes. These efforts will ensure students are connected to their school community, receive appropriate interventions, and develop the skills necessary to achieve success.

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.

By the end of the 2026–2027 school year, JHW will reduce the number of students identified with multiple early warning indicators by implementing targeted attendance, behavioral, and academic interventions, resulting in improved student engagement, increased proficiency, and accelerated academic growth by 45%.

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.

Janie Howard Wilson Elementary will monitor Early Warning System (EWS) indicators through ongoing data reviews of attendance, behavior, academic performance, and student support interventions. Teams will analyze progress for students identified with one or more risk indicators, including chronic absenteeism, suspensions, course failures, and Level 1 assessment performance, with particular attention to the 69 students demonstrating two or more indicators. Collaborative data meetings will be used to identify barriers, evaluate the effectiveness of interventions, monitor student growth, and implement timely adjustments to academic, behavioral, and attendance supports. Progress toward reducing EWS indicators and increasing student achievement will be reviewed throughout the school year to ensure students receive the necessary supports for success.

Person responsible for monitoring outcome

Kim Griffiths and Jennifer Simpson

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

JHW will implement a comprehensive parent involvement plan that provides families with timely information regarding student progress, attendance expectations, behavior supports, academic goals, and available resources. Through meaningful two-way communication, family conferences, school events, workshops, and opportunities for stakeholder input, the school will build collaborative partnerships that support student success both at school and at home.

Rationale:

Research demonstrates that effective family engagement positively impacts student attendance, academic achievement, motivation, and behavior when families are viewed as active partners in the educational process. By strengthening communication structures, increasing opportunities for family involvement, and creating shared ownership of student goals, JHW will improve student engagement, reduce barriers to learning, and support increased achievement for all learners. Through intentional partnerships with families and the community, JHW will create a supportive environment where every

student is connected, valued, and prepared for success.

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(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Parent Involvement Plan

Person Monitoring:

Kim Griffiths & Jennifer Simpson

By When/Frequency:

Monthly

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

Implement consistent routines and documentation procedures to ensure meaningful family engagement through the school's Parent and Family Engagement Plan. Teachers and staff will maintain ongoing two-way communication with families, document parent contacts, conferences, academic and behavior interventions, and participation in school engagement activities. Student progress, attendance, and achievement data will be shared regularly with families, and feedback will be collected to strengthen partnerships and support continuous improvement. Documentation will be reviewed during data meetings to monitor family engagement efforts and ensure timely, responsive support for students and families.

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 20 U.S.C. § 6314(b) (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 (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

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

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

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.

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 Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

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

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 IB PYP 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" through the PYP IB Platform: Toddle. 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.

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 (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

The purpose of PLC time will move beyond collaboration and focus on intentional planning, analyzing evidence of learning, identifying student needs, and determining the specific instructional actions needed to ensure student success.

Throughout the 2026–2027 school year, PLC teams will prioritize three instructional areas of focus: **benchmark-aligned tasks and assessments, intentional small-group instruction, and increased student engagement through purposeful learning experiences**. These areas will strengthen instructional quality by ensuring teachers plan with the end goal of mastery, develop rigorous learning tasks aligned to the cognitive complexity of the Florida B.E.S.T. Standards, and provide differentiated instruction based on student data.

In alignment with the 100% framework, PLC teams will utilize student data to answer four essential questions:

- What do we expect students to learn?
- How will we know when students have learned it?
- What will we do when students have not yet mastered the standard?
- What will we do when students have already demonstrated mastery?

Teachers will maintain pacing of curriculum maps and ensure lesson plans documented in Toddle reflect intentional differentiation, scaffolding, enrichment opportunities, and targeted support based on student needs. Small-group instruction will be planned and implemented with purpose, using formative assessment data, progress monitoring results, and classroom evidence to ensure students receive the appropriate level of support and challenge.

PLCs will provide opportunities for teachers to collaboratively unpack benchmarks, develop high-quality tasks, analyze student work, and identify instructional strategies that lead to mastery. Teams will focus on increasing student ownership of learning by incorporating IB Primary Years Programme (PYP) Approaches to Learning (ATLs), Learner Profile attributes, student agency opportunities, and Florida Resiliency Standards into daily instruction. Students will be provided opportunities to reflect on their learning, set goals, communicate their thinking, and apply skills in meaningful contexts.

Administration will utilize weekly classroom walkthrough data and instructional “look-fors” to identify trends, celebrate effective practices, and determine areas for professional learning during PLC meetings in ELA, Math, and Science. Walkthrough data will be used to monitor implementation of benchmark-aligned instruction, student engagement strategies, differentiation practices, and alignment between lesson plans, classroom instruction, and student outcomes.

The administration team will ensure that Toddle units and lesson plans reflect the IB PYP philosophy through the intentional integration of Approaches to Learning, student agency choices, inquiry-based learning experiences, and resiliency standards. Through intentional PLC structures, collaborative planning, and a commitment to 100% student mastery, Janie Howard Wilson will continue building teacher capacity and ensuring every student has access to rigorous, differentiated instruction that leads to academic success.

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 this Act, 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) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections 1114(b)(5) and 1116(e)(4)).

Janie Howard Wilson is committed to ensuring equitable access to high-quality learning experiences and targeted supports for all students, including students in early childhood programs, ESE, ESOL, and students experiencing barriers to consistent academic success. The Pre-K program operates under the guidance and requirements of the Early Learning Coalition (ELC) and the Florida Department of Children and Families (DCF) to ensure compliance with state expectations and the implementation of developmentally appropriate, evidence-based early learning practices.

Janie Howard Wilson collaborates with Florida Inclusion Network (FIN) and Florida Diagnostic &

Learning Resources System (FDLRS) to support the implementation of effective instructional practices for students receiving ESE services. Through these partnerships, teachers receive guidance and resources to provide differentiated instruction, appropriate accommodations, and inclusive learning opportunities that support the academic, behavioral, and social-emotional needs of all learners.

To support the success of ESOL students, Janie Howard Wilson will implement research-based strategies from WIDA and Summit K-12 to strengthen language development and ensure students have meaningful access to grade-level content. Teachers will utilize intentional differentiation strategies, language supports, and opportunities for academic discourse to build students' language proficiency while maintaining rigorous expectations aligned to grade-level standards.

To increase student engagement and maximize instructional time for identified demographic subgroups, Janie Howard Wilson will continue implementing Conscious Discipline practices to strengthen classroom relationships, self-regulation, and positive learning environments. Additionally, intentional lessons incorporating Florida Resiliency Standards will be provided through the media center to support students' social-emotional development, problem-solving skills, and ability to overcome challenges.

Janie Howard Wilson recognizes the importance of removing barriers that impact student achievement and attendance. The school will continue collaborating with community organizations to provide targeted support for McKinney-Vento students and families experiencing housing instability. Lake Wales Charter Schools will provide additional resources and assistance to ensure McKinney-Vento students have access to the materials, services, and academic supports needed to be successful.

Family engagement remains a priority through partnerships with the local Family Literacy Center, which provides families with opportunities to develop English language skills and access GED preparation resources. These partnerships strengthen family capacity, increase communication between school and home, and support lifelong learning within the community.

Janie Howard Wilson will continue utilizing federal funds and available supplemental resources to address specific student needs, including academic intervention programs, instructional resources, and technology supports that allow students to practice and reinforce skills beyond the classroom. These resources will be monitored to ensure they provide meaningful opportunities for student growth and contribute to closing achievement gaps among identified subgroups.

Through intentional partnerships, evidence-based instructional practices, and targeted resource allocation, Janie Howard Wilson remains committed to providing an inclusive, supportive learning environment where every student has the opportunity to achieve academic success.

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 (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

Janie Howard Wilson provides school-based mental health services with our Lake Wales Charter School Student Support Services Team. Each week, the administration meets with our individual members of the Student Support Services Team 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 implementing the "JHW Essentials" a tool the school created to ensure all students learn the Florida Resiliency Standards, the IB PYP Learner Profiles, and Ron Clark's 55 Essentials. Janie Howard Wilson is fortunate to have Hazel Health and 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(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, music, art, agriculture, and IB PYP to every K-5 student. Our third, fourth, and fifth grade students also have the opportunity to experience flag football, cheer, soccer, track, and archery.

Janie Howard Wilson also invites guest speakers, local business leaders, and hosting field trips to provide awareness of postsecondary opportunities.

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. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

Janie Howard Wilson implements a comprehensive Multi-Tiered System of Supports (MTSS) framework to proactively identify student needs, provide targeted interventions, and monitor progress toward improved academic, behavioral, and social-emotional outcomes. Student data is reviewed every six weeks by the leadership team, Board Certified Behavior Analyst (BCBA), and Local Education Agency (LEA) representatives to evaluate intervention effectiveness, identify trends, and make data-driven decisions to support student success.

To strengthen positive behavior systems and increase student engagement, Janie Howard Wilson will implement the Ron Clark House System to promote a strong sense of belonging, student leadership, teamwork, and positive school culture. The integration of Minga will provide intentional data collection related to time out of class, student behavior patterns, and House point tracking. This data will allow the school leadership team to identify trends, monitor student engagement, and develop targeted supports to reduce lost instructional time and increase positive behaviors.

Janie Howard Wilson will continue implementing a Tier 1 approach focused on proactive classroom practices, explicit teaching of behavioral expectations, and the integration of IB Primary Years Programme (PYP) Learner Profile attributes. Students will be encouraged to demonstrate characteristics of being caring, principled, reflective, balanced, knowledgeable, communicators, thinkers, open-minded, risk-takers, and inquirers. These attributes will support the development of responsible decision-making, self-management skills, and positive relationships across the school community. Additionally, Janie Howard Wilson will implement the Florida Resiliency Program to support students' social-emotional development, strengthen coping strategies, and build skills necessary for overcoming challenges. The school will continue partnering with behavior support organizations, including Positive Behavior Support (PBS) providers, to address specific behavioral concerns, provide staff support, and develop individualized strategies for students requiring additional assistance.

Every two weeks, administration, the school social worker, and instructional paraprofessionals will meet to review Tier 2 behavior students, monitor progress, identify barriers, and problem-solve through collaborative planning. This ongoing communication ensures interventions are adjusted based on student response data and that students receive consistent support across settings.

For students requiring more intensive interventions, Janie Howard Wilson will maintain a structured Tier 3 support process. Monthly meetings will be held with the principal, ESE director, and BCBA to review Tier 3 student progress, analyze behavioral data, evaluate intervention effectiveness, and determine next steps for individualized student supports. These collaborative meetings will ensure students receive timely, evidence-based interventions aligned to their specific needs.

Janie Howard Wilson recognizes the importance of providing meaningful opportunities for students to develop leadership skills, build relationships, and connect with the school community. Staff members provide a variety of after-school enrichment opportunities, including Paint Alongs, cheer, flag football,

track, and soccer. These programs are designed to increase student motivation, strengthen school connectedness, and encourage students to demonstrate positive academic and behavioral choices. In partnership with community leaders, Janie Howard Wilson will continue developing an afternoon leadership and social skills program offered twice weekly for students and families. This program will focus on building leadership capacity, strengthening communication and collaboration skills, and providing additional opportunities for students to develop confidence and positive peer relationships. Through intentional MTSS implementation, data-driven decision-making, positive behavior supports, IB PYP Learner Profile integration, and expanded student engagement opportunities, Janie Howard Wilson is committed to creating a safe, supportive, and inclusive learning environment where all students can achieve academic success and develop the skills necessary to become responsible, contributing members of the school 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(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 with a specific focus of SDI to meet the goals of the ESE Strategic Plan for Lake Wales Charter Schools.
- The PYP Coordinator will utilize the Authorization Evaluation to create a timeline to provide professional development opportunities to meet the areas of concern.
- The PYP Coordinator is working with an IB PYP trainer 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 Dean will provide opportunities with Conscious Discipline, Ron Clark's House System, Florida Resiliency, and PBIS strategies
- The ESOL coach will assist Janie Howard Wilson with the implementation of Summit K-12.
- The LWCS reading coach will provide professional learning activities and implement the coaching model with UFLI, vocabulary, writing, and comprehension.
- The LWCS math coach will provide professional learning activities to increase our math proficiency, math fluency, and math vocabulary.
- The LWCS science coach will provide professional learning activities on the 3-I's, STEM- related activities, and increasing vocabulary, reading, and writing opportunities to increase our science

proficiency.

- 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 with the number of tests passed and number of words read. The media specialist will also implement the Sunshine State Books with incentives.
- 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 in all core subject areas.
- The leadership team in partnership with grade chairs will utilize Minga and discipline reports to decrease discipline referrals by targeting specific components of the data.
- 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 (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(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 music and art 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. 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 (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

Each year, the school administration and the Lake Wales Charter School leadership team will review data to determine necessary resource adjustments in alignment with both the LWCS Strategic Plan and the ESE Strategic Plan. This evaluation process will occur at least quarterly to ensure timely and responsive support. To meet the specific needs of all students—including the implementation of Specially Designed Instruction (SDI) and specialized professional development from FIN and FDLRS, Janie Howard Wilson will establish targeted goals through specified Professional Learning Community (PLCs). These resources and instruction are continuously evaluated and documented based on data, walkthrough trends, resource fidelity, stakeholder feedback, and classroom observations.

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

Janie Howard Wilson will implement a strategic, year-long instructional plan focused on increasing student proficiency through the intentional use of evidence-based resources, differentiated instruction, data-driven decision-making, and the integration of IB Primary Years Programme (PYP) Approaches to Learning (ATLs). Instructional resources and learning experiences will be monitored throughout the school year to ensure they positively impact all student groups, with a targeted focus on improving outcomes for the ESE and White student subgroups.

Instructional tasks will be intentionally designed to align with the rigor and complexity of the Florida B.E.S.T. Standards while developing students' ATL skills, including research skills, communication skills, self-management skills, social skills, and thinking skills. These skills will provide students with opportunities to become active participants in their learning, apply critical thinking, collaborate effectively, and demonstrate mastery through meaningful, standards-based tasks.

Beginning of the School Year (August–September): Establishing Baseline Data, Student Ownership, and Learning Foundations

Teachers will administer state-aligned progress monitoring assessments and diagnostic assessments to establish baseline data for all students. Grade-level teams will analyze data to identify learning gaps, with specific attention to the performance of ESE and White student subgroups. This data will guide the development of MTSS intervention groups, differentiated instruction, and targeted learning

experiences.

Teachers will establish classroom routines that promote student ownership through the intentional integration of PYP ATL skills. Students will develop self-management skills through goal setting, reflection, and understanding their individual learning needs. Communication and social skills will be embedded through collaborative learning opportunities that encourage students to explain their thinking, engage in academic conversations, and learn from peers.

Janie Howard Wilson will utilize Benchmark Advance the K–12 Comprehensive Evidence-Based State Approved Curriculum, and i-Ready data to identify foundational literacy and skill gaps. UFLI will be implemented as a Tier 1 phonics resource to strengthen foundational literacy skills for all students, while UFLI and Orton-Gillingham instructional practices will provide Tier 2/Tier 3 targeted literacy support for identified students, including ESE students requiring intensive intervention.

First Semester (October–December): Targeted Intervention, Differentiation, and Skill Development

Teachers will use ongoing progress monitoring data to adjust instruction and provide targeted interventions for students requiring additional support. Small-group instruction will be intentionally differentiated based on student data, with a focus on increasing literacy and academic achievement for ESE and White student subgroups.

Instructional teams will utilize i-Ready pathways, reading, math, and science resources, and MTSS intervention data to monitor student progress and determine the effectiveness of instructional supports. Teachers will design learning experiences that incorporate PYP ATL skills, including:

- **Thinking skills:** Students will analyze, evaluate, and apply learning through rigorous benchmark-aligned tasks.
- **Communication skills:** Students will justify responses, participate in discussions, and communicate understanding using academic language.
- **Research skills:** Students will gather, interpret, and apply information to solve problems and deepen understanding.
- **Self-management skills:** Students will set goals, monitor progress, and reflect on their learning.
- **Social skills:** Students will collaborate, listen respectfully, and contribute to a positive learning environment.

The Interactive Notebooks and Benchmark Advantage writing lessons will be implemented to increase writing rigor and strengthen students' ability to produce benchmark-aligned written responses. Teachers will use writing data to identify areas of need and provide scaffolds that support students in organizing ideas, developing responses, and applying grade-level writing expectations.

Mid-Year Review (January–February): Data Reflection, Student Agency, and Instructional Adjustments

Mid-year progress monitoring data will be analyzed by grade-level teams to measure student growth and determine the effectiveness of instructional resources and interventions. Teams will evaluate progress within the ESE and White subgroups and adjust MTSS supports based on student response data.

Teachers will continue to strengthen student agency by incorporating ATL reflection opportunities. Students will reflect on learning goals, analyze progress, and identify strategies that support their success. Teachers will utilize student reflection, formative assessments, and collaborative planning to ensure instructional tasks provide appropriate scaffolding while maintaining the complexity required by the B.E.S.T. Standards.

Professional learning and collaborative planning will focus on increasing the rigor of instructional tasks, strengthening questioning strategies, and ensuring students are engaged in inquiry-based learning experiences aligned to the IB PYP framework.

Third Quarter Review: (March–May): Acceleration, Mastery, and Demonstration of Learning

Instructional teams will continue targeted intervention and acceleration strategies based on updated progress monitoring data. Students will engage in rigorous, standards-aligned learning experiences that require them to apply knowledge, demonstrate critical thinking, and transfer skills across content areas.

Teachers will continue monitoring the effectiveness of Benchmark Advantage, i-Ready, Mystery Science, UFLI, and Orton-Gillingham implementation to ensure resources are producing measurable gains. Instruction will incorporate ATL skills to support students in becoming independent learners who can analyze information, collaborate with others, communicate their understanding, and reflect on their growth. Student learning will be documented within the interactive journals or end of the IB transdisciplinary unit. Students within the ESE and White subgroups will receive continued targeted support through differentiated instruction, intervention cycles, and progress monitoring to increase proficiency and close achievement gaps.

Janie Howard Wilson will continue to ensure that instructional resources are implemented with fidelity, learning tasks maintain appropriate rigor, and students develop the ATL skills necessary to become reflective, knowledgeable, and empowered learners. Through intentional differentiation, evidence-based practices, and IB PYP integration, JHW will continue working toward increased proficiency and improved outcomes for all students.

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2026-27 UniSIG funds but has chosen NOT to apply.

No

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