

Broward County Public Schools

Wingate Oaks Center



2019-20 Schoolwide Improvement Plan

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Wingate Oaks Center

1211 NW 33RD TER, Fort Lauderdale, FL 33311

[no web address on file]

Demographics

Principal: Howard Jones

Start Date for this Principal: 7/1/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-12
Primary Service Type (per MSID File)	Special Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Broward County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School KG-12	No	%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Special Education	No	%

School Grades History

Year

Grade

School Board Approval

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at

<https://www.floridacims.org>.

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 Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Teaching the skills for life to open a world of possibilities.

Provide the school's vision statement.

Educating today's students to succeed in tomorrow's world.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Cottrell, Donald	Principal	<p>The School Principal will effectively perform the performance responsibilities using the following knowledge, skills and abilities to: provide instructional leadership for all educational programs at the school; prepare and manage the school's budget and manage and inventory the school's assets; to read, interpret, follow and enforce the State Board Rules, Code of Ethics, School Board policies, and other state and federal laws; use effective interview techniques, coaching procedures, and evaluation procedures; enforce collective bargaining agreements; use effective public speaking skills, group dynamics, and interaction and problem solving skills; maintain a sensitivity to multicultural issues; perceive the impact of a decision on other components of the organization; communicate effectively, both orally and in writing, and through use of technology; and analyze and use data. The School Principal will need knowledge of current educational trends and research. Knowledge and understanding of the unique needs and characteristics of school system.</p>
Humphrey, Celeste	Assistant Principal	<p>The Assistant School Principal will effectively execute the performance responsibilities by demonstrating the following knowledge, skills, and abilities to: provide instructional leadership for all educational programs at the school; exhibit the knowledge and practice of current educational trends, research and technology; understand the unique needs, population trends and characteristics of students served in the school; read, interpret and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes; and coach, supervise and evaluate personnel in accordance with collective bargaining agreements. The Assistant School Principal will need to demonstrate effective communication and interaction skills with all stakeholders, have the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts.</p>
Way, Lindsey	Other	<p>The ESE Specialist Field Coach will provide personalized support based on identified needs of individual school based ESE Specialist and differentiated supports that foster the growth and development of school-based ESE Specialists. Also, coaches will work collaboratively, build skills, analyze data, examine needs related to professional practice and engage in peer coaching with school-based ESE Specialists. The position provides consistence in services throughout the District to meet student needs, sustain or improve students achievement through the development of appropriate IEPs, promote a culture of learning to include all stakeholders by enhancing the performance of ESE Specialists and providing targeted coaching while building capacity for ESE Specialists.</p>
Rachel, Tasha	Other	<p>To serve as a support person for students, teachers, staff and parents related to the development, implementation, and monitoring of effective behavior management strategies at school and home to promote student success.</p>
Dewing, Rachel	Other	<p>To coordinate all aspects of the program for students with autism to ensure high quality services for identified students.</p>

Name	Title	Job Duties and Responsibilities
Seeburger, Samantha	Teacher, PreK	To create and maintain a classroom atmosphere that generates high expectations and enthusiasm for learning by infusing critical thinking skills, application skills, interpersonal skills, and technology into an aligned curriculum and assessment process, resulting in measurable student achievement gains for all students in order to meet district and state standards.

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	1	3	3	1	0	0	13	21
Attendance below 90 percent	0	0	0	0	0	0	0	0	1	0	0	0	2	3
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	1	2	0	0	0	0	1	4

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

4

Date this data was collected or last updated

Tuesday 8/27/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated
The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	1	3	1	0	0	3	8	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0		
Level 1 on statewide assessment	0	0	0	0	0	1	2	0	0	0	0	1	0	4	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total
	K	1	2	3	4	5	6	7	8	9	10	11	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

Part III: Planning for Improvement
Areas of Focus:

#1	
Title	Mathematics Achievement
Rationale	The FSAA indicated the need for student achievement in this area.
State the measurable outcome the school plans to achieve	By June of 2020, a minimum of 33% of K-12 learners will demonstrate an increase in achievement level on the FSAA Mathematics Assessment.
Person responsible for monitoring outcome	Donald Cottrell (donald.cottrell@browardschools.com)
Evidence-based Strategy	Progress monitoring via the Unique curriculum.
Rationale for Evidence-based Strategy	The Unique curriculum includes benchmark assessments that are directly correlated to the FSAA Performance Task.
Action Step	
Description	<ol style="list-style-type: none"> 1. Curriculum Map 2. Benchmark Assessments 3. Professional Development 4. Data Chats 5. Curriculum Assessment Remediation Enrichment Model
Person Responsible	Donald Cottrell (donald.cottrell@browardschools.com)
#2	
Title	ELA Achievement
Rationale	The FSAA indicated the need for student achievement in this area.
State the measurable outcome the school plans to achieve	By June of 2020, a minimum of 33% of K-12 learners will demonstrate an increase in achievement level on the FSAA Mathematics Assessment.
Person responsible for monitoring outcome	Donald Cottrell (donald.cottrell@browardschools.com)
Evidence-based Strategy	Progress monitoring via the Unique curriculum.
Rationale for Evidence-based Strategy	The Unique curriculum includes benchmark assessments that are directly correlated to the FSAA Performance Task.
Action Step	
Description	<ol style="list-style-type: none"> 1. Curriculum Map 2. Benchmark Assessments 3. Professional Development 4. Data Chats 5. Curriculum Assessment Remediation Enrichment Model
Person Responsible	Donald Cottrell (donald.cottrell@browardschools.com)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

An additional schoolwide improvement priority at Wingate Oaks is to improve communication skills in all learners. This is being addressed through The Curriculum Assessment Remediation Enrichment Model.

Part V: Budget

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

1	III.A.	Areas of Focus: Mathematics Achievement				\$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1000	500-Materials and Supplies	0991 - Wingate Oaks Center	School Improvement Funds		\$750.00
			<i>Notes: To purchase The Unique Curriculum to improve mathematics achievement.</i>			
2	III.A.	Areas of Focus: ELA Achievement				\$750.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1000	500-Materials and Supplies	0991 - Wingate Oaks Center	School Improvement Funds		\$750.00
			<i>Notes: To purchase The Unique Curriculum to improve ELA achievement.</i>			
Total:						\$1,500.00