Winthrop College PREP Academy School

2023-24

Schoolwide Improvement Plan (SIP)

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Winthrop College PREP Academy

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SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)
A school can be identified as CSI in any of the following four ways: 1. Have an overall Federal Index below 41%; 2. Have a graduation rate at or below 67%; 3. Have a school grade of D or F; or 4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

Relentless commitment to student greatness in school and in life

Provide the school's vision statement.

The vision of WCPA is to provide a world class high school model that ensures all students are ready for the post-secondary pathways of their choosing while maintaining our core values of Purpose, Passion, Integrity, and Grit.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Greenier, Timothy	Principal	Roles: Leader: The principal serves as the primary leader in driving the implementation of the school improvement plan. They provide guidance, direction, and inspiration to the entire school community. Facilitator: The principal facilitates collaboration among teachers, staff, and stakeholders to develop and execute the school improvement plan effectively. Advocate: The principal advocates for the school's improvement priorities to ensure they receive the necessary support and resources from district administration, school board, and external partners. Evaluator: The principal assesses the effectiveness of the school improvement initiatives, monitors progress, and makes data-informed decisions to adjust strategies as needed. Communicator: The principal communicates the goals, strategies, and progress of the school improvement plan to teachers, staff, parents, students, and the broader community. Responsibilities and Duties: Plan Development: Collaborate with teachers, administrators, and stakeholders to create a comprehensive school improvement plan that identifies specific goals, strategies, and timelines. Data Analysis: Analyze academic data, standardized test results, student performance metrics, and other relevant data to identify areas in need of improvement. Goal Setting: Establish clear, measurable, and attainable goals aligned with the school's mission, vision, and identified needs. Strategy Implementation: Ensure the effective execution of the improvement plan's strategies, allocating resources, assigning responsibilities, and providing necessary support. Professional Development: Identify professional development needs based on the improvement plan's goals and facilitate relevant training for teachers and staff. Monitoring Progress: Regularly review and evaluate the progress of the plan's implementation, using both quantitative and qualitative data. Adjustment and Refinement: Modify strategies as necessary based on the ongoing assessment of progress, making adjustments to improve outcomes. Collaboration: Foster a culture of collaboration among staff by encouraging

Name	Position Title	Job Duties and Responsibilities
		them to work together on initiatives that align with the improvement plan.
		Communication: Keep all stakeholders informed about the plan's progress, successes, challenges, and upcoming steps through regular updates and meetings.
		Resource Allocation: Allocate resources such as budget, personnel, and time to support the initiatives outlined in the improvement plan.
		Alignment with Curriculum: Ensure that the curriculum and instructional practices align with the goals of the improvement plan.
		Data-Driven Decision-Making: Use data to make informed decisions about which interventions are effective and whether adjustments are needed.
		Engagement with Stakeholders: Involve parents, students, community members, and other stakeholders in the development and implementation of the improvement plan.
		Reporting and Accountability: Report progress on the improvement plan to district administration, school board, and other relevant entities as required.
		Reflection and Evaluation: Continuously reflect on the effectiveness of the improvement plan, celebrate achievements, and learn from challenges for future planning.
		The principal's role in the school improvement plan is pivotal, as they guide the school community in achieving better educational outcomes and fostering a culture of continuous improvement.
Cavanagh, Denise	Assistant Principal	Roles: Collaborator: The assistant principal collaborates closely with the principal, teachers, staff, and stakeholders to contribute to the development and execution of the school improvement plan. Coordinator: They help coordinate various aspects of the improvement plan, ensuring that strategies are implemented effectively and that resources are allocated appropriately. Communicator: The assistant principal communicates progress, challenges, and updates related to the school improvement plan to various stakeholders within the school community. Evaluator: They assist in monitoring and evaluating the impact of the improvement plan's strategies and provide insights to the principal for data-driven decision-making.

Name	Position Title	Job Duties and Responsibilities
		Responsibilities and Duties:
		Data Collection and Analysis: Assist in gathering and analyzing data related to student performance, attendance, behavior, and other relevant metrics to identify areas for improvement.
		Goal Setting: Collaborate with the principal and other stakeholders to establish specific, measurable, achievable, relevant, and time-bound (SMART) goals for the improvement plan.
		Strategy Implementation: Work with teachers and staff to implement the strategies outlined in the improvement plan, ensuring that they align with the school's goals.
		Resource Allocation: Help allocate resources such as budget, personnel, and materials to support the initiatives within the improvement plan.
		Professional Development: Identify professional development needs of teachers and staff related to the improvement plan's goals and assist in coordinating relevant training.
		Monitoring Progress: Regularly track the progress of the improvement plan's implementation, keeping track of milestones, achievements, and areas needing attention.
		Support for Teachers: Provide guidance and support to teachers, helping them implement effective instructional strategies aligned with the improvement plan.
		Data-Informed Decisions: Assist the principal in using data to make informed decisions about adjusting strategies or interventions within the improvement plan.
		Parent and Community Engagement: Collaborate with the principal to engage parents, students, and the community in the improvement plan's initiatives, seeking their input and involvement.
		Reporting and Documentation: Help prepare reports and documentation on the progress of the improvement plan for presentation to the principal, district, and other stakeholders.
		Conflict Resolution: Address any conflicts or challenges that arise during the implementation of the improvement plan, working with staff to find solutions.
		Evaluation and Reflection: Participate in regular evaluations of the effectiveness of the improvement plan, contributing insights and suggestions for refinement.
		Assessment of Strategies: Evaluate the effectiveness of individual strategies within the improvement plan and provide recommendations for adjustments

Name	Position Title	Job Duties and Responsibilities
		based on outcomes.
		Communication Channels: Maintain open lines of communication with teachers, staff, and other stakeholders to ensure everyone is informed about the plan's progress.
		Leadership Support: Assist the principal in maintaining a positive and collaborative school culture that supports the goals of the improvement plan.
		Emergency Preparedness: Collaborate on the development of emergency plans and procedures to ensure student and staff safety, which is integral to the school's overall improvement efforts.
Vincent, Christopher	Dean	Roles:
		Behavioral Advocate: The dean of students advocates for positive behavior and a safe, respectful environment that supports academic success.
		Student Support: They provide support and guidance to students facing behavioral challenges, fostering a conducive learning environment.
		Collaborator: The dean collaborates with the principal, assistant principal, teachers, parents, and students to implement strategies that align behavior and academic improvement.
		Data Analysis: They analyze behavior data and trends to identify areas where behavior and academic performance intersect.
		Responsibilities and Duties:
		Behavioral Interventions: Implement interventions that address behavioral issues and promote a positive school culture conducive to learning.
		Student Discipline: Enforce disciplinary policies and procedures while focusing on restorative practices that help students understand the impact of their behavior and make amends.
		Counseling and Guidance: Provide counseling and guidance to students, helping them overcome challenges and make better choices that contribute to their academic success.
		Behavior Data Collection: Collect and analyze behavior-related data to identify patterns, triggers, and areas for improvement.
		Behavior-Related Professional Development: Collaborate with teachers and staff to provide training on effective classroom management strategies and behavior support techniques.

Name	Position Title	Job Duties and Responsibilities
		Behavioral Support Plans: Develop individualized behavior support plans for students who require additional assistance to succeed academically due to behavioral challenges.
		Attendance Monitoring: Collaborate with teachers and staff to monitor student attendance, as poor attendance often correlates with behavioral and academic challenges.
		Behavior and Academic Connection: Emphasize to students the connection between positive behavior, attendance, and academic achievement.
		Conflict Resolution: Help mediate conflicts between students or between students and staff, fostering a more positive school climate.
		Behavioral Metrics Reporting: Compile and present behavior-related data to the principal and assistant principal, highlighting its impact on academic success.
		Parent Communication: Work with parents and guardians to address behavior concerns, involving them in strategies to support their child's academic progress.
		Collaboration on Improvement Strategies: Collaborate with the principal and assistant principal to integrate behavior-related strategies into the overall school improvement plan.
		Positive Behavior Reinforcement: Implement programs that recognize and reward positive behavior, encouraging students to engage positively in their academic journey.
		Restorative Practices: Facilitate restorative circles and practices that allow students to take responsibility for their behavior and repair harm caused to the school community.
		Behavioral Workshops: Organize workshops and seminars for students, teachers, and parents that promote positive behavior and its impact on academic outcomes.
		Progress Monitoring: Monitor the progress of students who are receiving behavior support to ensure their academic growth is being positively impacted.
		Data-Informed Decision-Making: Utilize behavior data to contribute to decisions about adjustments to the school improvement plan and strategies related to behavior and academic success.
		By addressing behavior-related challenges and promoting a positive environment, the dean of students plays a critical role in creating the conditions necessary for students to succeed academically, aligning with the broader goals of the school improvement plan.

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

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

The SIP development process embraced a collaborative approach by engaging a diverse array of stakeholders. This included the school leadership team, dedicated teachers and staff, parents, students, families, and supportive business or community leaders. Through tailored engagement strategies like surveys, information sessions, and conferences, we collected valuable insights on academic and behavior data, as well as survey responses. These inputs formed the bedrock for setting specific improvement goals and crafting strategies that directly addressed identified needs. Regular feedback loops with stakeholders will ensure continued transparency and validation. The finalized SIP reflects a collective effort, aligning stakeholder input with data-driven strategies for sustained enhancement in our school's educational journey.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The School Improvement Plan (SIP) will undergo continuous monitoring to ensure its effective implementation and to assess its impact on elevating student achievement in alignment with the State's academic standards. Our focus will be on addressing the achievement gap, particularly among students facing the greatest challenges.

Monitoring will occur through a multi-tiered approach. Regular data collection, including academic assessments, behavior records, and attendance reports, will be conducted. This data will be analyzed to gauge the plan's impact on student outcomes and to identify areas needing adjustment. The SIP committee will review the data and hold regular meetings to discuss progress, challenges, and successes.

Furthermore, the plan's strategies will be evaluated for their efficacy through ongoing classroom observations, teacher feedback, and student performance evaluations. This holistic approach will ensure a comprehensive understanding of how the SIP influences academic growth.

In cases where the SIP's impact falls short of expectations, the plan will be revised with an emphasis on continuous improvement. The revision process will be informed by the collected data, stakeholder feedback, and an analysis of the strategies' effectiveness. Collaborative discussions within the SIP committee will identify areas requiring adjustment or innovation.

When revising the plan, we will prioritize the following steps:

Data-Driven Insights: We will closely examine the data collected during monitoring to identify specific challenges and trends affecting student achievement, particularly among groups with significant achievement gaps.

Stakeholder Engagement: Input from teachers, students, parents, and community leaders will be sought to gain diverse perspectives on what is working well and what needs adjustment.

Evidence-Based Strategy Refinement: We will refine existing strategies or introduce new evidence-based approaches to address identified shortcomings. This might involve professional development, curriculum modifications, or targeted interventions.

SMART Goal Revision: Goals within the SIP will be reviewed and, if necessary, modified to ensure they remain specific, measurable, achievable, relevant, and time-bound.

Resource Allocation: We will assess resource allocation to ensure that sufficient support is provided for revised strategies.

Implementation Support: Clear guidelines and support mechanisms will be established to facilitate the successful implementation of revised strategies.

Ongoing Monitoring: The revised strategies will undergo the same monitoring and evaluation process to ensure that the changes made have the intended impact.

Our commitment to continuous improvement is unwavering. The SIP will be a living document that evolves in response to changing needs, data insights, and best practices. Through this iterative process, we are confident in our ability to narrow achievement gaps, elevate student outcomes, and provide an exceptional educational experience for all.

Demographic Data Only ESSA identification and school grade history updated 3/11/2024	
2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	75%
2022-23 Economically Disadvantaged (FRL) Rate	46%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

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

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

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	0	0	0	0	0	0	0	0	0	

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

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

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

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

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

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

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

The number of students identified retained:

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

II. Needs Assessment/Data Review

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

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

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	50	51	50	53	52	51	46		
ELA Learning Gains				52			40		
ELA Lowest 25th Percentile				47			38		
Math Achievement*	33	42	38	43	39	38	33		
Math Learning Gains				46			21		
Math Lowest 25th Percentile				41			21		
Science Achievement*	64	64	64	59	46	40	71		
Social Studies Achievement*	70	69	66	76	49	48	60		
Middle School Acceleration					41	44			
Graduation Rate	89	89	89		64	61			
College and Career Acceleration	19	62	65		72	67			
ELP Progress	76	39	45	40					

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](https://www.floridacims.org).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	401
Total Components for the Federal Index	7

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	89

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	457
Total Components for the Federal Index	9
Percent Tested	97
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	27	Yes	2	1
ELL	42			
AMI				
ASN	76			
BLK	47			
HSP	52			
MUL	80			
PAC				
WHT	63			
FRL	46			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	34	Yes	1	
ELL	29	Yes	1	1
AMI				
ASN	60			
BLK	46			
HSP	46			
MUL	72			
PAC				
WHT	61			
FRL	47			

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

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	50			33			64	70		89	19	76
SWD	3			17			27	61			4	
ELL	23			20			35	58			5	76
AMI												
ASN	76										1	
BLK	45			27			62	55			4	
HSP	40			25			59	59			5	78
MUL	69			61			100	90			4	
PAC												
WHT	59			43			65	86			4	
FRL	41			30			59	55			4	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	53	52	47	43	46	41	59	76				40
SWD	20	38	39	21	36	44	37					
ELL	16	35	45	17	21	21	38					40
AMI												
ASN	69	50										
BLK	43	47	35	29	49	57	44	67				
HSP	48	50	48	30	36	31	50	76				
MUL	74	56		74	64		90					
PAC												
WHT	58	56	57	57	49	50	72	88				
FRL	42	48	41	35	39	47	54	70				

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	46	40	38	33	21	21	71	60				
SWD	7	29	30	12	24	26	31					
ELL	23	42		23	24		55					
AMI												
ASN												
BLK	33	34	38	21	20	19	63					
HSP	40	38	41	27	19	25	67					
MUL	65	60		53	8		70					
PAC												
WHT	61	41	25	47	28		80					
FRL	38	37	38	21	16	15	66	60				

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data.
The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
10	2023 - Spring	51%	50%	1%	50%	1%
09	2023 - Spring	49%	48%	1%	48%	1%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	21%	55%	-34%	50%	-29%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	46%	49%	-3%	48%	-2%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	60%	62%	-2%	63%	-3%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	69%	65%	4%	63%	6%

III. Planning for Improvement

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

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

Over the past two years, our school's math proficiency in Algebra 1 and Geometry has been adversely affected due to inconsistent staffing of highly effective, certified math teachers. This fluctuation has impacted the continuity and quality of instruction, leading to challenges in student achievement. However, we are optimistic about the current academic year as we have assembled a strong and dedicated math team. With their expertise and commitment, we are confident that the necessary instructional supports will be provided to ensure improved outcomes for all students in these critical subjects.

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

Same as above: Over the past two years, our school's math proficiency in Algebra 1 and Geometry has been adversely affected due to inconsistent staffing of highly effective, certified math teachers. This fluctuation has impacted the continuity and quality of instruction, leading to challenges in student achievement. However, we are optimistic about the current academic year as we have assembled a strong and dedicated math team. With their expertise and commitment, we are confident that the necessary instructional supports will be provided to ensure improved outcomes for all students in these critical subjects.

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.

Same as above: Over the past two years, our school's math proficiency in Algebra 1 and Geometry has been adversely affected due to inconsistent staffing of highly effective, certified math teachers. This fluctuation has impacted the continuity and quality of instruction, leading to challenges in student achievement. However, we are optimistic about the current academic year as we have assembled a strong and dedicated math team. With their expertise and commitment, we are confident that the necessary instructional supports will be provided to ensure improved outcomes for all students in these critical subjects.

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

We are currently tracking at least 20% increase in our High School Acceleration rate. We have continued to increase our opportunities for our students to take AICE, AP, and DE course work. We have added a new CTE program this year to continue offering opportunities for acceleration.

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

N/A - We are a 9-12 program.

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

1. Increase math proficiency.
2. Increase math learning gains for all students.
3. Increase ELA proficiency.
4. Increase ELA learning gains for all students.
5. Continue to increase acceleration opportunities

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

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

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

We have opted to prioritize the development of a positive culture to enhance teacher retention, driven by the realization that a stable teaching staff is essential for maintaining consistent, high-quality math education. This is particularly crucial in Algebra 1 and Geometry, foundational math subjects that significantly impact students' overall mathematical comprehension. By fostering a supportive environment, we empower educators, promoting job satisfaction and longevity. Reduced teacher turnover ensures the retention of experienced instructors well-versed in our curriculum, leading to a uniform and effective educational experience for students across all math classes. Our approach guarantees a focused mastery of key mathematical concepts, setting the stage for enduring academic success.

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

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

Person responsible for monitoring outcome:

[no one identified]

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

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

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

No action steps were entered for this area of focus

#2. ESSA Subgroup specifically relating to Students with Disabilities

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

Specific: The students will enhance their proficiency in both Algebra 1 and Geometry by comprehensively understanding core concepts and problem-solving techniques in both subjects.

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

Measurable: By the end of the academic year, each student will independently solve complex Algebra 1 and Geometry problems. 45% of our Students with Disabilities will achieve a proficiency score of 3 or above.

Achievable: The students will collaborate with their special education teacher to create personalized learning plans that incorporate a variety of approaches, peer tutoring, and assistive technology to support their grasp of Algebra 1 and Geometry principles.

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

We will continue to monitor progress of the students using Imagine Math, NWEA Benchmark Assessments, and PM data.

Relevant: Developing strong skills in Algebra 1 and Geometry is essential not only for academic success but also for building a foundation for higher-level math courses and practical problem-solving abilities.

Time-bound: Over the course of the next school year, the students will consistently demonstrate significant progress in both Algebra 1 and Geometry, as evidenced by improved performance on regular assessments, assignments, and class participation.

Person responsible for monitoring outcome:
Timothy Greenier (timothy.greenier@charter.hcps.net)

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

Assistive Technology:
Leveraging technology tools that support learning, such as graphing calculators, educational apps, and adaptive software, will be an integral part of the intervention.

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

These tools can provide real-time feedback, allow for individualized pacing, and accommodate different learning styles.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Integrate Imagine Math software into our curriculum and MTSS process for students with disabilities. Assign tailored modules focusing on Algebra or Geometry concepts aligned with their learning needs and goals. Regularly review their progress and adjust assignments as necessary to ensure continuous engagement and skill development.

Person Responsible: Denise Cavanagh (dcavanagh@winthropprep.org)

By When: Quarterly

#3. ESSA Subgroup specifically relating to English Language Learners

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

Specific: The students will enhance their proficiency in both Algebra 1 and Geometry by comprehensively understanding core concepts and problem-solving techniques in both subjects.

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

Measurable: By the end of the academic year, each student will independently solve complex Algebra 1 and Geometry problems. 45% of our English Language Learners will achieve a proficiency score of 3 or above.

Achievable: The students will collaborate with their special education teacher to create personalized learning plans that incorporate a variety of approaches, peer tutoring, and assistive technology to support their grasp of Algebra 1 and Geometry principles.

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

We will continue to monitor progress of the students using Imagine Math, NWEA Benchmark Assessments, and PM data.

Relevant: Developing strong skills in Algebra 1 and Geometry is essential not only for academic success but also for building a foundation for higher-level math courses and practical problem-solving abilities.

Time-bound: Over the course of the next school year, the students will consistently demonstrate significant progress in both Algebra 1 and Geometry, as evidenced by improved performance on regular assessments, assignments, and class participation.

Person responsible for monitoring outcome:

[no one identified]

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

Assistive Technology:
Leveraging technology tools that support learning, such as graphing calculators, educational apps, and adaptive software, will be an integral part of the intervention.

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

These tools can provide real-time feedback, allow for individualized pacing, and accommodate different learning styles.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Integrate Imagine Math software into our curriculum and MTSS process for English Language Learners. Assign tailored modules focusing on Algebra or Geometry concepts aligned with their learning needs and goals. Regularly review their progress and adjust assignments as necessary to ensure continuous engagement and skill development.

Person Responsible: Denise Cavanagh (dcavanagh@winthropprep.org)

By When: Quarterly

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

We are committed to ensuring that all students, including those with disabilities and English Language Learners (ELLs), receive the support they need to excel in their proficiency levels in Algebra and Geometry. With the implementation of the instructional software Imagine Math, which has been funded, and the allocation of additional internal funds for tutoring, we have developed a comprehensive plan to address the unique needs of these students.

For Students with Disabilities:

Personalized Learning Paths: Imagine Math's adaptive nature allows us to create personalized learning paths for students with disabilities. This ensures that the content is tailored to their individual learning styles and paces.

Accessibility Features: The software incorporates accessibility features such as adjustable font sizes, color contrast, and screen readers, making it accessible to students with various disabilities.

Inclusive Content: Imagine Math's diverse range of instructional materials caters to different learning preferences. Visual, auditory, and kinesthetic learners with disabilities can benefit from these varied resources.

Data-Driven Insights: Regular data analysis from the software helps us identify areas where students with disabilities might be struggling. This allows us to intervene promptly and offer targeted support.

Tutoring Support: Additional tutoring resources funded through internal allocations ensure that students with disabilities have access to one-on-one or small group sessions, providing them with individualized assistance.

For English Language Learners (ELLs):

Multilingual Support: Imagine Math's multilingual capabilities enable ELLs to access instructions and explanations in their preferred language. This scaffolds their understanding of complex mathematical concepts.

Visual Aids: The software's visual representations of mathematical concepts transcend language barriers, helping ELLs grasp ideas without solely relying on language proficiency.

Language Development: Through interactive exercises, ELLs can enhance both their math skills and English language proficiency simultaneously.

Culturally Relevant Content: Imagine Math's content is designed to be culturally inclusive, making it more relatable and engaging for ELLs from diverse backgrounds.

Tutoring Enrichment: The additional tutoring resources provided through internal funding not only offer academic support but also facilitate language acquisition in a supportive and interactive environment.

Overall, our holistic approach combines the strengths of Imagine Math's adaptive software with the individualized attention of tutoring sessions. By addressing the unique needs of Students with Disabilities and ELLs, we are fostering an inclusive and empowering learning environment that promotes success and growth in Algebra and Geometry proficiency levels.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- ◦ The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- ◦ The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- ◦ Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

N/A

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

N/A

Measurable Outcomes
State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- ◦ Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- ◦ Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- ◦ Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

N/A

Grades 3-5 Measurable Outcomes

N/A

Monitoring
Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

N/A

Person Responsible for Monitoring Outcome
Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:
Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

N/A

Rationale:
Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

N/A

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- ◦ Literacy Leadership

- ◦ Literacy Coaching

- ◦ Assessment

- ◦ Professional Learning

Action Step	Person Responsible for Monitoring

N/A

Title I Requirements

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

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

N/A

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

N/A

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

N/A

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

N/A

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

N/A

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

N/A

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

N/A

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

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00
3	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	$0.00
		Total:	$0.00

Budget Approval

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

Yes