

Orange County Public Schools

Winegard Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	11
III. Planning for Improvement	16
IV. ATSI, TSI and CSI Resource Review	21
V. Reading Achievement Initiative for Scholastic Excellence	22
VI. Title I Requirements	25
VII. Budget to Support Areas of Focus	27

Winegard Elementary

7055 WINEGARD RD, Orlando, FL 32809

<https://winegardes.ocps.net/>

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.

With the support of families and the community, we create enriching and diverse pathways to lead our students to success

Provide the school's vision statement.

To ensure every student has a promising and successful future.

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
Howell, Christina	Principal	<p>The Principal will provide the vision and direction for the school through shared leadership, discussions, and collaboration with our Professional Learning Communities. The Principal will communicate the school wide expectations for instruction in core subjects and support implementation of effective instructional strategies by observing, providing actionable feedback and coaching to teachers, ensuring that MTSS is being implemented with fidelity consistently across grade levels ensuring the use of common language for implementing the effective leadership habits, and communicating with parents regarding school-based MTSS plans and activities.</p>
Frederick, Courtney	Assistant Principal	<p>The Assistant Principal will assist the Principal to provide the vision and direction for the school through shared leadership, discussions, and collaboration with our Professional Learning Communities. The Assistant Principal will assist the Principal to communicate the school wide expectations for instruction in core subjects and support implementation of effective instructional strategies by observing, providing actionable feedback and coaching to teachers, ensuring that MTSS is being implemented with fidelity consistently across grade levels, ensuring the use of common language for implementing the effective leadership habits, and communicating with parents regarding school-based MTSS plans and activities.</p>
McCready, Chasity	Instructional Coach	<p>The Instructional Coach/Reading Coach will provide guidance of effective instructional strategies through professional developments (Close Reading, etc.), observing instructional delivery, providing actionable feedback and coaching to teachers. She will facilitate data collection, and assist with data analysis for Tier I, II, and III. She will assist in ensuring that MTSS is being implemented with fidelity consistently across grade levels. She will work directly with the lowest 25% students in intermediate grades during interventions.</p>
McCarty, Elise	Math Coach	<p>Math and Science Instructional Support will provide guidance of effective instructional strategies through professional developments, observing instructional delivery, providing actionable feedback and coaching to teachers. She will facilitate data collection, and assist with data analysis for Tier I, II, and III. She will work directly with the struggling students in intermediate grades during interventions.</p>
Register, Brittany	Curriculum Resource Teacher	<p>Instructional Support will provide guidance of effective instructional strategies through professional developments, observing instructional delivery, providing actionable feedback and coaching to teachers. She will facilitate data collection, and assist with data analysis for Tier I, II, and III. She will work directly with the struggling students in intermediate grades during interventions.</p>

Name	Position Title	Job Duties and Responsibilities
Koziara, Barbara	Other	Supports the vision and mission of OCPS and the school principal. Provides support for healthy, emotional, and social development strategies and programs. Provides student discipline support to teachers when needed. Supports students through intervention groups. Coordinates student recognition programs: Star Patriot. Collaborates with staff to ensure students' needs are being met and school improvement goals are addressed.
Hasnain, Zaidi	ELL Compliance Specialist	The ECS Support will provide guidance of effective ELL instructional strategies through professional developments, observing instructional delivery, providing actionable feedback, monitor compliance, and coaching to teachers. She will monitor the implementation of the MAO Culturally Responsive Plan. She will facilitate ELL data collection, and assist with data analysis for ELL students. She will work directly with our ELL students.
Marti, Yolanda	School Counselor	The Guidance Counselor will provide support to students and staff concerning mental health issues. She will monitor the early warning signs of all students and assist with monthly meetings to discuss students at risk. She will communicate with parents of students on the EWS list to increase student attendance and encourage positive behaviors.
Lopez, Valerie	Parent Engagement Liaison	The Parent and Family Engagement Liaison effectively links families to vital district, school and community resources during the year. The district office provides parents, families, students, staff, and community members an opportunity to learn from and with one another in an effort to increase student achievement through best practices in family engagement.
Suchta, Emily	Staffing Specialist	The Staffing Specialist will provide guidance of effective ESE instructional strategies through professional developments, observing instructional delivery, providing actionable feedback, monitoring/implementation of the BPIE and coaching to teachers. She will assist in ensuring that MTSS is being implemented with fidelity consistently across grade levels and communicate with parents regarding school-based MTSS plans. She will facilitate data collection, and assist with data analysis for Tier I, II, III. She will work directly with our ESE students.

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.

Administration received input from stakeholders including school leadership team, teachers and school staff, parents and families, and community leaders in multiple ways. During SAC meetings, leadership meetings, staff meetings and multiple surveys, stakeholders were able to give their input.

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))

Administration and leadership will monitor the achievement of students in meeting the States academic standards, particularly for those students with the greatest achievement gaps. Based on the data, changes will be made to meet the needs of the students.

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)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	94%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: B
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	4	39	42	47	32	25	0	0	0	189
One or more suspensions	0	3	4	3	7	0	0	0	0	17
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	17	30	31	0	0	0	78
Level 1 on statewide Math assessment	0	0	0	15	34	48	0	0	0	97
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	26	29	61	30	0	0	0	0	146

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	16	19	36	38	32	0	0	0	141

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	17	0	0	0	0	0	17
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
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	8	47	32	52	26	45	0	0	0	210
One or more suspensions	0	2	0	1	1	2	0	0	0	6
Course failure in ELA	0	0	0	7	0	8	0	0	0	15
Course failure in Math	0	0	0	1	1	1	0	0	0	3
Level 1 on statewide ELA assessment	0	0	0	22	19	39	0	0	0	80
Level 1 on statewide Math assessment	0	0	0	15	16	35	0	0	0	66
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	31	29	28	49	0	0	0	142

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	16	16	36	0	0	0	68

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	21	0	0	0	0	0	21
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	8	47	32	52	26	45	0	0	0	210
One or more suspensions	0	2	0	1	1	2	0	0	0	6
Course failure in ELA	0	0	0	7	0	8	0	0	0	15
Course failure in Math	0	0	0	1	1	1	0	0	0	3
Level 1 on statewide ELA assessment	0	0	0	22	19	39	0	0	0	80
Level 1 on statewide Math assessment	0	0	0	15	16	35	0	0	0	66
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	31	29	28	49	0	0	0	142

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	16	16	36	0	0	0	68

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	21	0	0	0	0	0	21
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*	44	57	53	40	56	56	35		
ELA Learning Gains				57			49		
ELA Lowest 25th Percentile				33			55		
Math Achievement*	39	60	59	49	46	50	38		
Math Learning Gains				64			41		
Math Lowest 25th Percentile				44			33		
Science Achievement*	42	63	54	33	61	59	36		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	48	59	59	68			53		

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	214
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	388
Total Components for the Federal Index	8
Percent Tested	99
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	13	Yes	4	4
ELL	40	Yes	1	
AMI				
ASN				
BLK	39	Yes	1	
HSP	41			
MUL				
PAC				
WHT	53			
FRL	42			

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	21	Yes	3	3
ELL	46			
AMI				
ASN				
BLK	55			
HSP	49			
MUL				
PAC				
WHT	53			
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	44			39			42					48
SWD	10			5							4	25
ELL	40			37			42				5	48
AMI												
ASN												
BLK	43			34			43				4	
HSP	41			38			40				5	48
MUL												
PAC												
WHT	58			47							2	
FRL	44			37			40				5	47

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	40	57	33	49	64	44	33					68
SWD	0	27		5	27	27	0					62
ELL	37	55	36	45	64	46	20					68
AMI												
ASN												
BLK	48	62		50	64		53					
HSP	37	58	42	47	64	45	28					69
MUL												
PAC												
WHT	56	27		63	64							
FRL	38	59	32	45	63	44	31					65

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	35	49	55	38	41	33	36					53
SWD	5			15								43
ELL	29	52	53	35	42	38	34					53
AMI												
ASN												
BLK	40	36		38	57		46					46
HSP	32	54	58	37	37	35	34					53
MUL												
PAC												
WHT	47			47								
FRL	32	45	36	33	33	21	28					51

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
05	2023 - Spring	38%	54%	-16%	54%	-16%
04	2023 - Spring	45%	60%	-15%	58%	-13%
03	2023 - Spring	35%	52%	-17%	50%	-15%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	37%	59%	-22%	59%	-22%
04	2023 - Spring	34%	62%	-28%	61%	-27%
05	2023 - Spring	33%	55%	-22%	55%	-22%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	36%	59%	-23%	51%	-15%

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.

The data components that demonstrate the greatest need based on F.A.S.T. PM3 data is our school wide math scores. Winegard's math scores are 33% proficiency which is down 16% from the FSA score last year. One factor this year was switching from Florida Standards to the B.E.S.T. standards. Teachers are still learning the standards. Another factor was poor attendance. There was 189 students who had attendance below 90 percent for the 2022-2023 school year. Even though we saw this number decrease from 210 students, it continues to be a barrier. These factors contributed to students missing academic instruction. We will continue to monitor attendance through Skyward, and address chronic attendance issues through child study meetings. In addition, students that are constantly absent and tardy are assigned mentors on campus to encourage the students to come to school on time. Many of our ELL students struggle with the language and have missed out on foundational skills from lower grades.

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

In 2022-2023, math proficiency was at 49%. In 2022-2023, student proficiency went down in math to 33%. In 2022-2023, proficiency decreased 16% in math. One factor this year was switching from Florida Standards to the B.E.S.T. standards. Teachers are still learning the standards. Another factor was poor

attendance. There was 189 students who had attendance below 90 percent for the 2022-2023 school year.

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.

Based on FAST scores in proficiency, our Math shows the largest gap by 25% to the Florida State average. Some of the factors that contribute to this gap are student mobility and homelessness, poor student attendance, teachers learning the new standards, language barriers: a high percentage of our parents do not speak English and are not able to help their students with academics and learning the language and new teachers building their skill set.

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

Our science showed the most improvement, going up 9% from 33% in 22-23 to 42% last year. During the school year the leadership team pulled focus groups to work on targeted science standards. The leadership team and 5th grade teachers met on a regular basis to discuss the data and planned reteach times for key standards the students were not mastering. We also embed science in the ELA and FBS times.

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

Student attendance is a concern we have since 189 students had attendance below 90 percent for the 2022-2023 school year.

We are also concerned about the amount of students making Level 1s on the state assessments.

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

These are our priorities this year:

1. Moving all students towards proficiency
2. Implementation of Math instruction
3. ESE students moving towards proficiency
4. ELL students moving towards proficiency
5. Building culture through relationships

Area of Focus

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

#1. 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.

In 2022-23, our ESSA ESE 3rd - 5th students were 8% proficient on the PM3 FAST. Beginning this year our 3rd-5th PM1 FAST proficiency for ESE students is 4%. This year's Standards Based Unit Assessments our 3rd-5th ESE students are 17% proficient.

Measurable Outcome:

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

The 2023-24 PM3 scores for 3rd - 5th grade SWD will show an increase from 37%% to 41%.

Monitoring:

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

Monitoring will be conducted through teacher observation with actionable student feedback, student data reviews and tracking, Exact Path and common assessment progress monitoring and admin/coach walk throughs with actionable teacher/grade level feedback.

Person responsible for monitoring outcome:

Christina Howell (christina.howell@ocps.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.)

Increase our systematic approach to providing scaffolded supports - Scaffolded supports provide temporary assistance to students so they can successfully complete tasks that they cannot yet do independently and with a high rate of success. Teachers select powerful visual, verbal and written supports; carefully calibrate them to students' performance and understanding in relation to learning tasks; use them flexibly; evaluate their effectiveness.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Due to the lack of proficiency across the grade levels in ESE, scaffolding will help ensure that student achievement gaps are narrowed.

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.

As a school, we will implement professional development of learning strategies focused on scaffolding for ESE students. Teachers will receive embedded professional development in PLCs on how to use differentiated instruction. During PLCs, teachers will analyze common assessment data at the conclusion of each unit of instruction to identify strengths, deficiencies and trends, and plans for re-teaching.

Person Responsible: Emily Suchta (emily.suchta@ocps.net)

By When: 1. Admin. and Coaches- August/September 2023 2. Teachers, Coaches/Admin- August 2023-May 2024 3. Teachers, Coaches - August 2023-May 2024

#2. Positive Culture and Environment specifically relating to Early Warning System

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.

Student attendance continues to be a concern. There was 189 students who had attendance below 90 percent for the 2022-2023 school year. Even though we saw this number decrease from 210 students, it continues to be a barrier. By creating a positive culture and environment it will motivate students to attend school on a regular basis.

Measurable Outcome:

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

Our goal is to decrease this number by 25%.

Monitoring:

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

Attendance reports will be pulled on a regular basis and reviewed by admin and leadership.

Person responsible for monitoring outcome:

Christina Howell (christina.howell@ocps.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.)

Use mentor relationships to strengthen attendance with students who have been identified through truancy report data.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Use mentor relationships to encourage attendance by getting students into their seats and this will allow them to be present for core instruction, which will directly impact and improve student achievement.

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.

Action steps that will be taken are, personal check-ins for targeted students, perfect attendance, incentives/celebrations for classes and individuals, phone calls home, and social worker contacts.

Person Responsible: Christina Howell (christina.howell@ocps.net)

By When: Monthly reviews with modifications (August through May of the 2023 - 2024 school year)

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:

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

Based on the results from 2022-2023 Florida Assessment of Student Thinking (FAST) there is a need for instruction to be more rigorous by building the instructional capacity of the classroom teachers. In Math, less than 50% of students were proficient on the FAST Assessment.

Measurable Outcome:

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

Mathematics proficiency will increase from 33% to 50% on the FAST Assessment.

Monitoring:

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

Monitoring will be done through multiple methods such as, teacher observation with actionable student feedback, student data reviews and tracking, common assessment progress monitoring, and admin/coach walkthroughs with actionable teacher/grade level feedback.

Person responsible for monitoring outcome:

Courtney Frederick (courtney.frederick@ocps.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.)

Evidence-based interventions that will be used are implementing the coaching cycle and building standards-based Professional Learning Communities.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The coaching cycle is a structured plan to help teachers and coaches learn and improve. The end result is that their coaching becomes more impactful and their students' learning increases as a result. The coaching cycle has six phases: 1) Set standards-based goals, 2) Develop learning targets, 3) Pre-assess, 4) Co-plan, 5) Co-teaching, 6) Post-assess In PLCs, educators demonstrate their commitment to helping all students learn by working collaboratively to address the following critical questions: 1) What do we want students to learn? What should each student know and be able to do as a result of each unit or grade level, 2) How will we know if they have learned? Are we monitoring each student's learning on a timely basis? 3) What will we do if they don't learn? 4) What will we do if they already know it?

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.

Grade level teams will participate in weekly common planning, facilitated by the school-based Math Coach and leadership team to deepen teacher's understanding of the standards. During common planning, the facilitator will emphasize the prerequisite skills that are needed; questioning strategies, monitoring

techniques, and engagement strategies. Additionally, teachers will model instructional delivery and provide each other feedback. The school-based leadership team will continue meeting with teachers and support staff weekly to discuss student progress and needs in all content areas. ESE support staff will collaborate with teachers and instructional coaches in PLCs to provide high-yield strategies for students with learning disabilities.

Person Responsible: Elise McCarty (elise.mccarty@ocps.net)

By When: August and September 2023 Will continue throughout the school year

Grade level teams will participate in weekly common planning, facilitated by the school-based Math Coach and leadership team to deepen teacher's understanding of the standards. During common planning, the facilitator will emphasize the prerequisite skills that are needed; questioning strategies, monitoring techniques, and engagement strategies. Additionally, teachers will model instructional delivery and provide each other feedback. The school-based leadership team will continue meeting with teachers and support staff weekly to discuss student progress and needs in all content areas. ESE support staff will collaborate with teachers and instructional coaches in PLCs to provide high-yield strategies for students with learning disabilities.

Person Responsible: Elise McCarty (elise.mccarty@ocps.net)

By When: August and September 2023 Will continue throughout the school year

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).

Towards the end of the school year, we met with stakeholders and discussed ways to improve the school. This included the possibilities of adding additional para professionals to work with ESE students and ELL students. This school year we have hired additional positions since last year.

Our school also has added additional Tier 1 Interventionists to work with students in small groups and work in rooms as co-teachers.

For our ESE students there is an increase in our systematic approach to providing scaffolded supports - Scaffolded supports provide temporary assistance to students so they can successfully complete tasks that they cannot yet do independently and with a high rate of success. Teachers select powerful visual, verbal and written supports; carefully calibrate them to students' performance and understanding in relation to learning tasks; use them flexibly; evaluate their effectiveness.

To build a positive attendance culture within our school we will increase personal check-ins for targeted students, use perfect attendance awards, have incentives/celebrations for classes and individuals, check in phone calls home, and social worker contacts.

The coaching cycle will be used to encourage growth in math. The coaching cycle is a structured plan to help teachers and coaches learn and improve. The end result is that their coaching becomes more impactful and their students' learning increases as a result. The coaching cycle has six phases: 1) Set standards-based goals, 2) Develop learning targets, 3) Pre-assess, 4) Co-plan, 5) Co-teaching, 6) Post-assess In PLCs, educators demonstrate their commitment to helping all students learn by working collaboratively to address the following critical questions: 1) What do we want students to learn? What should each student know and be able to do as a result of each unit or grade level, 2) How will we know if they have learned? Are we monitoring each student's learning on a timely basis? 3) What will we do if they don't learn? 4) What will we do if they already know it?

Small groups will also be pulled using Tier I Interventionists, paras, program assistants, and leadership team to meet the needs of students Math and ELA.

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

Our 2022 - 2023 Reading/ELA data for our primary grades are:

Kindergarten FAST Level 3+

PM1 = 30% PM2 = 36% PM3 = 44%

1st Grade FAST Level 3+

PM1 = 32% PM2 = 32% PM3 = 40%

2nd Grade FAST Level 3+

PM1 = 25% PM2 = 34% PM3 = 35%

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

Our 2022-2023 Reading/ELA data for our intermediate grades are:

3rd Grade FAST Level 3+

PM1 = 18% PM2 = 23% PM3 = 35%

4th Grade FAST Level 3+

PM1 = 24% PM2 = 38% PM3 = 49%

5th Grade FAST Level 3+

PM1 = 18% PM2 = 28% PM3 = 38%

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

The 2024 Reading progress monitoring tool will show an increase for the following grade levels:

Kindergarten - 7% increase from 44% to 51%

First Grade - 11% increase from 40% to 51%

Second Grade - 16% increase from 35% to 51%

Grades 3-5 Measurable Outcomes

The 2024 Reading progress monitoring tool will show an increase for the following grade levels:

3rd Grade - 16% increase from 35% to 51%

4th Grade - 2% increase from 49 % to 51%

5th Grade - 13% increase from 38% to 51%

Monitoring

Monitoring

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

Monitoring will be done through teacher observation with actionable student feedback, student data reviews and tracking, Exact Path and common assessment progress monitoring, and admin/coach walk throughs with teacher/grade actionable feedback.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Howell, Christina, christina.howell@ocps.net

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?

Leadership Team will coach teachers individually or through grade level PLCs, based on needs through the coaching cycle. After observations, actionable feedback will be provided by the Leadership Team to the teacher(s).

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?

The Leadership Team will offer support and feedback on teaching strategies to implement best practices within the B.E.S.T academic core instruction benchmarks and small groups. Coach teachers individually, based on needs through the coaching cycle and student achievement would yield positive academic gains. Collaborative reflections will drive actionable feedback to help teachers continually implement strategies gained from ongoing professional developments

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
-------------	-----------------------------------

Classroom walkthroughs are conducted regularly and ELA feedback is provided; when needed adjustments are made in common planning/PLCs. (Teachers, Coaches/Admin August 2023-May 2024)

McCready, Chasity,
chasity.mccready@ocps.net

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.

SIP information is communicated during SAC meetings, available in the front office, on the school website, discussed at family nights and information on how to obtain the SIP is communicated through Talking Points.

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))

The school plans to build positive relationships with parents, families and other community stakeholders through monthly family nights, parent conference weeks, parent workshops with the PEL, Connect Call messages, Talking Points, School Social Media, arrival and dismissal staff/parent interactions

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)

After PLC/planning time with Coaches and Admin, Leadership and Admin have a focus on lesson implementation and pushing into classrooms to support the fidelity of instruction.

Weekly surveys go out asking teachers for the barriers they will face that week, a possible solution to the problem and giving opportunity for leadership assistance.

Leadership, paras and teachers work together to create interventions to meet all levels of needs for students across the grade levels. They push in and pull out to give additional support. Tutoring will focus on more students to reach all grade levels.

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))

We work with the School Social Worker, HEARTS Program, Food Pantry, Community Connect (housing, food, medical, etc), Kids Closet, and other Partners In Education, to meet the basic living needs of our students.

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))

Students have access to mental health counseling through out SEDNET program. Parents can request to be contacted by an agency and our school counselor reaches out to the counseling groups and then they call the parents to set this up. We also have a school counselor who teaches character lessons throughout the year. She also is able to talk with students that are having a difficult time and she reaches out to parents to offer support. We have a district mental health counselor that comes during the month to assist us. We have a School Wide Threat Assessment Team that meets regularly to discuss students showing warning signs.

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))

NA

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).

A positive approach to behavior management is a research-based proactive method for handling classroom and school campus behaviors. This approach has proven to increase academic achievement and attendance and provides a more effective learning environment designed to keep each student actively engaged. At Winegard Elementary, we focus on positive behavior support, or PBS, as our Tier I school-wide intervention.

Our goal is that our Patriots will treat others with respect, make responsible decisions, develop a positive attitude toward learning, communicate in a courteous manner, and keep themselves and others safe. The Patriot PRIDE expectations provide detailed behavior values across the school setting.

No matter your location - All Patriots are expected to show PRIDE:

P - Practice school-appropriate language

R - Respect yourself, respect others, and respect property

I - Integrity at all times

D - Display self-control

E - Excellence and effort in all you do

Tier 2 (Core plus more)

Supplements the CORE TIER I

Strategic interventions are implemented with progress monitoring

Tier 3 (CORE and then MORE)

May supplement or supplant the CORE TIER I

Strategic interventions are increased in frequency or duration

Daily progress monitoring of target behavior is increased

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))

Multiple professional developments are provided throughout the year. After observations and teacher feedback/surveys, professional developments are planned in areas such as, BEST Standards, Small Group Instruction, Data Analysis, Building Culture/Discipline, Math/ELA Strategies for Instruction, ESE and ELL Strategies, etc.

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))

Incoming kindergarteners are offered the opportunity to attend summer classes to get them used to the new school and the routines of elementary school.

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: ESSA Subgroup: Students with Disabilities	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Math	\$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.

No