

Polk County Public Schools

# Winston Academy Of Engineering School



2023-24

Schoolwide Improvement Plan (SIP)

---

## Table of Contents

---

<b>SIP Authority and Purpose</b>	<b>3</b>
<b>I. School Information</b>	<b>6</b>
<b>II. Needs Assessment/Data Review</b>	<b>9</b>
<b>III. Planning for Improvement</b>	<b>14</b>
<b>IV. ATSI, TSI and CSI Resource Review</b>	<b>19</b>
<b>V. Reading Achievement Initiative for Scholastic Excellence</b>	<b>0</b>
<b>VI. Title I Requirements</b>	<b>19</b>
<b>VII. Budget to Support Areas of Focus</b>	<b>22</b>

# Winston Academy Of Engineering

3415 SWINDELL RD, Lakeland, FL 33810

<http://schools.polk-fl.net/winston>

## 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.

Our mission is to collaborate and use creative thinking to solve real-world problems, build and achieve dreams, embrace diverse cultures, and cultivate competitive engineers by preparing them for a diverse global society.

#### Provide the school's vision statement.

Winston Academy of Engineering will ensure the highest standards of intellectual development through a stimulating and comprehensive STEM program with an emphasis on Engineering. The learning community is actively involved to instill within students the courage to take appropriate risks, and have the confidence to accept challenges. Together we will give rise to students who are resilient and adaptable, equipped with knowledge and a 21st century skill set to achieve their greatest potential in an ever changing, diverse society.

### 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
Wilkins, Lucus	Principal	
McKenna, Timothy	Assistant Principal	
Accardo, Michelle	School Counselor	
Caron, Marjorie	Other	
Lockhart, Gina	Teacher, ESE	
Stedem-Wyma, Stacy	Reading Coach	

#### 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.

During our first month of school, the leadership team meets with teachers, and all members of the SAC committee to review our current data and set goals aligned for student growth, and goal setting. This process becomes ongoing as all stakeholders are provided multiple opportunities through out the school year, at our SAC meetings, Staff meetings and parent involvement meetings to review the goals set forth and provide critical feedback for adjustment based on the reviewed data.

**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 SIP is monitored monthly at our SAC meeting and scheduled staff meetings. Weekly during Professional Learning Communities meetings our leadership team will review our School Improvement Goals with staff members as well, as they plan on goal setting for student achievement weekly. This year, focus will be on setting specific goals for students for growth as we implement a growth mindset school wide. Students progress will be monitored and individual goals will be adjusted based on our overall goals in math, reading and Science. Focusing on students with the greatest achievement gaps, our leadership and staff will identify those students and discuss weekly their progress in relation to overall arcing school improvement goals.

**Demographic Data**  
Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	61%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	80%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	N/A
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (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) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C  2019-20: A  2018-19: A  2017-18: B
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

**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	9	11	9	10	12	0	0	0	51
One or more suspensions	0	3	1	2	2	0	0	0	0	8
Course failure in English Language Arts (ELA)	0	0	1	0	3	1	0	0	0	5
Course failure in Math	0	0	1	0	0	2	0	0	0	3
Level 1 on statewide ELA assessment	0	0	0	0	9	16	0	0	0	25
Level 1 on statewide Math assessment	0	0	0	0	5	14	0	0	0	19
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	6	15	29	13	13	0	0	0	76

**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	1	9	3	5	4	0	0	0	22

**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	1	4	0	6	1	0	0	0	12
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	9	11	9	10	12	11	0	0	0	62
One or more suspensions	3	1	2	2	0	4	0	0	0	12
Course failure in ELA	0	1	0	3	1	0	0	0	0	5
Course failure in Math	0	1	0	0	2	0	0	0	0	3
Level 1 on statewide ELA assessment	0	0	0	9	16	17	0	0	0	42
Level 1 on statewide Math assessment	0	0	0	5	14	23	0	0	0	42
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	15	29	13	13	19	0	0	0	95

**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	1	9	3	5	4	9	0	0	0	31

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	4	0	6	1	0	0	0	0	12
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	9	11	9	10	12	11	0	0	0	62
One or more suspensions	3	1	2	2	0	4	0	0	0	12
Course failure in ELA	0	1	0	3	1	0	0	0	0	5
Course failure in Math	0	1	0	0	2	0	0	0	0	3
Level 1 on statewide ELA assessment	0	0	0	9	16	17	0	0	0	42
Level 1 on statewide Math assessment	0	0	0	5	14	23	0	0	0	42
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	15	29	13	13	19	0	0	0	95

**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	1	9	3	5	4	9	0	0	0	31

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	1	4	0	6	1	0	0	0	0	12
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*	65	45	53	64	47	56	63		
ELA Learning Gains				56			36		
ELA Lowest 25th Percentile				30			16		
Math Achievement*	63	49	59	68	42	50	64		
Math Learning Gains				51			27		
Math Lowest 25th Percentile				39			13		
Science Achievement*	61	41	54	57	49	59	62		
Social Studies Achievement*					56	64			
Middle School Acceleration					45	52			
Graduation Rate					39	50			
College and Career Acceleration						80			
ELP Progress	48	54	59	60			83		

*\* 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)	N/A
OVERALL Federal Index – All Students	60
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	302
Total Components for the Federal Index	5

2021-22 ESSA Federal Index	
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	425
Total Components for the Federal Index	8
Percent Tested	100
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	19	Yes	1	1
ELL	61			
AMI				
ASN	96			
BLK	31	Yes	1	1
HSP	62			
MUL				
PAC				
WHT	84			
FRL	51			

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	42			
ELL	51			
AMI				
ASN	96			
BLK	43			
HSP	50			
MUL				
PAC				
WHT	72			
FRL	48			

**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	65			63			61					48
SWD	13			27							3	
ELL	65			59							4	48
AMI												
ASN	92			100							2	
BLK	33			32			21				4	
HSP	66			64			60				5	48
MUL												
PAC												
WHT	85			82			86				4	
FRL	54			48			44				5	52

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	64	56	30	68	51	39	57					60
SWD	19	55	40	42	45	50						
ELL	50	54		58	50		33					60
AMI												
ASN	91			100								
BLK	38	44	35	55	46	45	39					
HSP	56	56	38	58	51	42	42					60
MUL												
PAC												
WHT	85	62		82	50		79					
FRL	47	51	36	57	47	46	40					58

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	63	36	16	64	27	13	62					83
SWD	17			21								
ELL	58	43		62	21		46					83
AMI												
ASN	91			91								
BLK	45	36	10	41	21	15	46					
HSP	57	45		59	25		53					83
MUL												
PAC												
WHT	80	20		84	32		84					
FRL	52	28	20	48	20	9	32					88

**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	69%	43%	26%	54%	15%
04	2023 - Spring	68%	53%	15%	58%	10%
03	2023 - Spring	64%	42%	22%	50%	14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	73%	51%	22%	59%	14%
04	2023 - Spring	68%	56%	12%	61%	7%
05	2023 - Spring	60%	44%	16%	55%	5%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	62%	39%	23%	51%	11%

### 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.**

13% of our SWD population tested on the current fast assessment scored proficient. Contributing factors for this was related to staffing and setting accountable goals for students. Possible mis-aligned MTSS system and structures. Typical historical data shows a pattern in low performing SWD students.

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

Overall math proficiency declined by 1.3 percent proficiency. No math coach, or math interventionist were the largest contributor as well as goal setting for students.

**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.**

All data points performed above state and district average.

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

Overall Science Proficiency increased by 4.5%. Major considerations for this area included a dedicated science coach, constant planning, and strategic planning in the areas of need, using Nearpod activities to create those focus skills.

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

our SWD overall proficiency in the area of reading/math is an area that we need to focus resources on. Goal setting for students and more PD in MTSS is an area that is highlighted based on the data.

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

Maintaining or current proficiency level and growing our proficient SWD subcell is our priority.

**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 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.

Winston will partner with families to ensure the highest standards of intellectual development through a comprehensive STEM program. Parents will receive effective and consistent communication regarding curriculum and the progress of students. They will also receive resources they can use in home to assist. We will utilize our social media platforms to provide inclusivity with our stakeholders. Our school will utilize our Community Liaison to build relationships with our business partners and families. By increasing parent communication and involvement will lead to increased student attendance and achievement.

**Measurable Outcome:**

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

To increase and strengthen our school culture we plan on focusing our efforts on attendance to all family engagement activities that are offered on campus by 3% overall. Provide overall student incentives through PBIS to highlight attendance increasing student attendance by 3%. Currently 11% of our student population are below 90% attendance rate.

**Monitoring:**

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

Attendance will be monitored for each event parent event that is offered, as well as providing free uniform pass incentives to students whose parents attend. We will be able to monitor through the use of sign in sheets and uniform passes given out for each event.

Student attendance will be monitored weekly by Registrar and the data will be discussed monthly at the PBIS meetings.

**Person responsible for monitoring outcome:**

Lucus Wilkins (lucus.wilkins@polk-fl.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.)

Monitoring for improvement will be ongoing after each parent event as attendance is provided by the sign in sheets. Social Media Platforms (PTA Facebook and school Facebook) will be updated monthly with events and possible incentives for our events. Our electronic bulletin board will updated monthly, SAC will be provided a copy of upcoming events providing another way to reach parents.

Student attendance will be monitored monthly by PBIS team and those students will be provided an incentive for their attendance through PBIS points.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Improving and maintaining ongoing parent communication will increase attendance to events. Improving student attendance through our system and structure that we have already put in place will increase overall attendance while maintaining an understanding for students as how to earn the incentive, and they already use the same system for behavior with our PBIS system of support. Increasing overall student proficiency.

**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 4 - Demonstrates a Rationale

**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.

Increase overall parent attendance to school events. Parents will be given the years calendar of events through our facebook page, PTA's facebook, school messenger and sent home by classroom teacher indicating all possible events that they may attend with incentives listed.

**Person Responsible:** Lucus Wilkins (lucus.wilkins@polk-fl.net)

**By When:** By the second week of school.

our social media platforms (facebook page, website and kiosk) will be updated frequently to reflect events and incentives.

**Person Responsible:** Timothy McKenna (timothy.mckenna@polk-fl.net)

**By When:** Ongoing through out the school year.

PBIS committee will meet monthly and be provided attendance data by the registrar that can be used to create incentives monthly for attendance and provide monthly earned points to students. Students will be highlighted monthly on the morning announcements and parents will be notified.

**Person Responsible:** Gina Lockhart (gina.lockhart@polk-fl.net)

**By When:** This will be ongoing throughout the school year.

Our members of leadership team including our Title I coordinator will meet with our community liaison to create business sponsorship and opportunities for our stakeholders and students that we may utilize as resources for incentives and our goal of increasing parent involvement and student attendance.

**Person Responsible:** Lucus Wilkins (lucus.wilkins@polk-fl.net)

**By When:** On going quarterly.

**#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.

Trending data suggest a learning gap in our SWD population. In 21-22 SWD students performed overall at 42% proficiency, indicating our lowest performance group. Furthermore in 22-23 based on PM3 ELA data only 13% of our tested SWD students were proficient. 64% of our total population were proficient in 21-22 school year and in 22-23 school year 67% of our total population were proficient, therefore indicating a learning gap.

**Measurable Outcome:**

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

This year SWD students in grades 3,4,5 will be provided opportunities to create personal smart goals to increase proficiency by 3% overall in reading and 3% overall in overall proficiency by PM3.

**Monitoring:**

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

IEP meetings with an emphasis on reviewing students progress towards goals, classroom walkthroughs, lesson planning (IEP case worker and homeroom teacher) working collaboratively to set weekly, monthly and quarterly goals the reflect the students possible desired outcomes. Tracking sheets will be monitored in PLC's and MTSS will be monitored monthly.

**Person responsible for monitoring outcome:**

Lucus Wilkins (lucus.wilkins@polk-fl.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.)

MTSS process will be used with Leveled Literacy Interventions and Next Steps in Guided Reading to provided small group instructional strategies. Students will be given goals sheets to set personal reading goals which will be monitored by case worker and home room teacher. Overall proficiency in math for our SWD students will be addressed by small group intervention with support from our math intervention using Reflex math for Fluency and Freckle math for strategic individualized targeted lessons.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The Fountas & Pinnell Leveled Literacy Intervention is a powerful, short-term intervention, that provides daily, intensive, small-group instruction, which supplements classroom literacy teaching. LLI turns struggling readers into successful readers with engaging leveled books and fast-paced, systematically designed lessons. Overall proficiency in math for our SWD students will be addressed by small group intervention with support from our math intervention using Reflex math for Fluency and Freckle math for strategic individualized targeted lessons, both programs are researched based and provide State Benchmark aligned interventions.

**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.

ESE case worker, homeroom teacher and Leadership team including math interventionist and reading coach will meet to review current PM3 data for SWD students and create a pathway for success, setting individual student goals monthly for math and reading. Teachers will conference with students to discuss goal settings and possible incentives for academic goals.

**Person Responsible:** Lucus Wilkins (lucus.wilkins@polk-fl.net)

**By When:** First week of school during teacher planning to first week of school for students.

ESE case workers and homeroom teachers will meet weekly to monitor goals and review MTSS process for students during PLC's.

**Person Responsible:** Gina Lockhart (gina.lockhart@polk-fl.net)

**By When:** ongoing through school year weekly at PLC's.

Pm1 and Pm2 data will be monitored and SWD students will have goals and MTSS adjusted based on progress monitoring results. Any adjustments to IEP goals will be addressed at PM2 and an IEP will be scheduled if needed.

**Person Responsible:** Gina Lockhart (gina.lockhart@polk-fl.net)

**By When:** Pm2 date.

**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).

**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.

During a yearly Parent Open House, Parents will be required to meet in their Child's homeroom and be presented a power point presentation on SIP, UniSIG and SWP. Parents in attendance will sign all required documentation. Since we are a Magnet School it is mandatory parents attend these session, if they do not attend a makeup session is offered. Information is then recorded and can be reviewed through a recorded video of the presentation.

**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))

Winston Academy of Engineering has established parent engagement nights, parent nights, conference nights and daily communication logs that are built into our well established school culture. There are multiple events that occur quarterly to help build relationships.

**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)**

Academic Programs will be strengthened by the addition of a math interventionists this year, in addition to our established Title I reading coach, both are integral to the success of our students. Additionally, extended learning, professional learning and collaborative planning will continue. Finally, the MTSS process will be utilized to provide the needed resources for student success.

**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))**

In coordination with the Magnet program Title I works hand in hand in providing students with the needed resource for success.

**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))**

Winston Academy of Engineering School ensures that students have access to our school-based counselor, psychologist, and mental health facilitator. The school counselor has provided teachers with passes for students to use when they need counseling or support. Teachers may also call the office and request the psychologist or mental health facilitator to assist with student needs.

Our Counselor has created a mental health committee that forms a core group of dedicated staff mentors that our counselor is chair of. Goals are formed by examining individual student data, learning what the student wants to work for and earn, and then monitoring the goals and points earned on a daily basis through a "Check In/Check Out" meeting with our mentors.

Students are also offered mentoring opportunities through our family system of support monthly on early release days, they meet with their families to review character traits and the 7 Habits of Happy Kids curriculum.

**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))**

Winston Academy of Engineering participates in the annual "Great American Teach In" each November. This event welcomes individuals from the career world to visit the school, read a short story, discuss how they use reading, math, and/or science skills in their career, and answer student questions. During the 2022 - 2023 school year, we welcomed over twenty guests to the school including representatives from Lakeland Police Department, InnerAct Alliance, Veterans Administration, and social media managers.

Students earn points on a daily basis through the PBIS Rewards application. These points are deposited into the students' individual account, and at the end of the month students are rewarded with a monthly celebration that they can attend. This teaches students the importance of being at school and working hard every day to earn enough points to pay for the fun activities at the end of the month.

Throughout the year, students are exposed to a variety of field trip opportunities to learn more about the community and workforce.

**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).**

Winston Academy follows the Polk County Code of Conduct when addressing student behavior. It has a component of progressive discipline which is as follows: office interventions followed by parent interventions. If a student is identified as having behavioral issues that continue they are entered into a program entitled MOST (Multiple Opportunities for Student Targets). This involves monthly meetings with a team to goal set and problem solve for the student. The team consists of Administration, teacher, guidance counselor, and parents. At each monthly meeting goals are reviewed and adjusted as needed.

**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))**

At the beginning of the year, the leadership team developed a professional learning calendar to coordinate with PLC's on Thursdays. During the first semester of these after-school trainings, teachers and staff participated mostly in diving deep into the BEST standards to really understand the individual benchmarks. Discussions revolved around the prerequisite knowledge students needed to be successful, HOW the teachers were going to teach the benchmarks, and WHAT students needed to perform to show successful mastery of the standard. These discussions included vertical teaming opportunities which allowed for greater discussions between colleagues. In the second semester, we focused on steps five through seven of the learning arc process to ensure that our students were seeing "game day" experience materials that was meeting the depth of the standard. Teachers and staff examined tasks designed by the district and at the school level to identify the depth level and offer feedback to improve the task.

In January, all teachers in grades three through five participated in a half-day data disaggregation session immediately following the second administration of the FAST assessments. Other staff that joined the teachers included the school-based instructional coaches, reading interventionists, ESE inclusion and resource teachers, and administration. During this session, teachers siloed students into band categories, performed a preliminary survey math based on current student enrollment, and identified students for further extended learning opportunities including daytime and after-school tutoring.

At monthly sessions, discipline data was discussed along with tips to improve classroom management techniques to meet the needs of our students. Behavior interventionists provided further professional learning with targeted teachers who had high numbers of office discipline referrals. A primary and intermediate teacher participated in the district math and science cadre where they would attend professional learning with other teachers throughout the district and bring that learning back to present

during after-school trainings.

Throughout the year, the administrative team and social committee made up of stakeholders from each employee group at the school, have developed on and off-campus activities designed to strengthen bonds between staff members. This year staff retention was over 95%. compared to last years retention of 70%.

**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))**

Winston Academy of Engineering truly believes that the Pre-Kindergarten classes at the school are an integral part of the school family. We work closely with the Pre-Kindergarten staff to make them, their students, and their families welcome. In April, we host the annual Kindergarten Roundup event inviting parents/guardians of Pre-Kindergarten students.. The roundup event ends with a visit to the Kindergarten classrooms to give parents/guardians and students a chance to see the classroom prior to orientation and visit with the Kindergarten teacher to ask questions and get to know them in a personal way. At the end of the year, we host a Pre-K "End of the Year" celebration where guests are invited to watch a performance by the Pre-Kindergarten students and visit the classroom before leaving for summer vacation.

**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: Early Warning System	\$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
<b>Total:</b>			<b>\$0.00</b>

**Budget Approval**

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

Yes