

Miami-Dade County Public Schools

WINSTON PARK K-8 CENTER



2024-25 Schoolwide Improvement Plan

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School Board Approval

This plan was approved by the Dade County School Board on 10/16/2024.

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: <ol style="list-style-type: none"> 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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Winston Park K-8 Center is to create a fair and equitable learning environment in which all students strive for personal and academic excellence in a “family-centered” atmosphere as they develop skills to become lifelong learners and successful participants in a global community.

Provide the school's vision statement

Winston Park K-8 Center successfully educates and prepares students from multicultural backgrounds to make economic, political, moral and social decisions that will positively impact the future.

B. School Leadership Team

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

John Crary

Position Title

Principal

Job Duties and Responsibilities

Manage the operations and the educational programs of the school.

Leadership Team Member #2

Employee's Name

Dr. Mayra Ventura

Position Title

Assistant Principal

Job Duties and Responsibilities

Monitor educational programs of the school.

Leadership Team Member #3

Employee's Name

Ashley Castellanos

Position Title

Assistant Principal

Job Duties and Responsibilities

Monitor educational programs of the school.

Leadership Team Member #4

Employee's Name

Marlene Llama

Position Title

Instructional Coach

Job Duties and Responsibilities

Review data and meet with teachers.

Leadership Team Member #5

Employee's Name

Suzette Guitian

Position Title

Department Chair

Job Duties and Responsibilities

Facilitates communication between administration and science department.

Leadership Team Member #6

Employee's Name

Isabel Tamargo

Position Title

Grade Chair

Job Duties and Responsibilities

Facilitates communication between administration and gifted department and fifth grade team.

C. Stakeholder Involvement and Monitoring

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. (ESEA 1114(b)(2))

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

We have an active EESAC and PTSA that includes community members, parents, teachers, and students in all school based decisions. Phone calls, emails, website, and flyers are used to invite members to join our school committees.

SIP Monitoring

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

We will begin by reviewing the SIP with all stakeholders and revisiting it at all EESAC meetings and include teachers in the action plan revisions during each phase.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	COMBINATION PK-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2023-24 TITLE I SCHOOL STATUS	YES
2023-24 MINORITY RATE	97.2%
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	82.4%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2023-24 ESSA IDENTIFICATION *UPDATED AS OF 7/25/2024	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2023-24 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2023-24: A 2022-23: B* 2021-22: A 2020-21: 2019-20:

E. Early Warning Systems

1. Grades K-8

Current Year 2024-25

Using 2023-24 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 school days		2	7	2	5	8	7	6	9	46
One or more suspensions		1						5	4	10
Course failure in English Language Arts (ELA)		2		3	2	4	3	1	6	21
Course failure in Math		2		3	4	2	4	1		16
Level 1 on statewide ELA assessment				6	14	14	16	21	22	93
Level 1 on statewide Math assessment				4	9	8	20	16	16	73
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)	1	14	14	24						53
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	1	3		9	2					15

Current Year 2024-25

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	1	4	2	15	17	16	22	29	31	137

Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	1	2	1	6	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	2	3	5

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days		11	4	6	16	12	10	13	9	81
One or more suspensions								2	10	12
Course failure in ELA			5	4	1	1		2		13
Course failure in Math			1	1	4	7	11	2	14	40
Level 1 on statewide ELA assessment				2	15	24	18	30	24	113
Level 1 on statewide Math assessment							7	2	24	33
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)			8	13						211

Prior Year (2023-24) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators			3	2	7	10	8	8	19	57

Prior Year (2023-24) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year		2	3	2	3	1		2		13
Students retained two or more times						4	1		2	7

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	68	65	58	61	61	53	69	62	55
ELA Grade 3 Achievement **	61	63	59	60	58	56			
ELA Learning Gains	69	64	59				63		
ELA Learning Gains Lowest 25%	68	58	54				47		
Math Achievement *	76	68	59	70	63	55	72	51	42
Math Learning Gains	71	66	61				69		
Math Learning Gains Lowest 25%	69	63	56				63		
Science Achievement *	69	60	54	52	56	52	61	60	54
Social Studies Achievement *	89	79	72	80	77	68	85	68	59
Graduation Rate		78	71		76	74		53	50
Middle School Acceleration	75	77	71	65	75	70	82	61	51
College and Career Readiness		76	54		73	53		78	70
ELP Progress	68	64	59	54	62	55	57	75	70

*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 (FPP) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	71%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	783
Total Components for the FPPI	11
Percent Tested	100%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
71%	64%	67%	52%		69%	71%

* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2023-24 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	55%	No		
English Language Learners	62%	No		
Black/African American Students	73%	No		
Hispanic Students	71%	No		
White Students	77%	No		
Economically Disadvantaged Students	68%	No		

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%
Students With Disabilities	44%	No		

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%
English Language Learners	54%	No		
Hispanic Students	64%	No		
White Students	60%	No		
Economically Disadvantaged Students	59%	No		

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%
Students With Disabilities	49%	No		
English Language Learners	59%	No		
Native American Students				
Asian Students	81%	No		

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%
Black/African American Students	44%	No		
Hispanic Students	67%	No		
Multiracial Students				
Pacific Islander Students				
White Students	60%	No		
Economically Disadvantaged Students	65%	No		

D. Accountability Components by Subgroup

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

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	68%	61%	69%	68%	76%	71%	69%	69%	89%	75%			68%
Students With Disabilities	46%	60%	61%	60%	50%	61%	60%	41%	72%	50%			46%
English Language Learners	51%	50%	67%	66%	71%	73%	67%	53%	79%	38%			68%
Black/African American Students	64%				82%								
Hispanic Students	67%	59%	68%	68%	76%	71%	67%	69%	90%	73%			68%
White Students	76%		89%		67%	74%							
Economically Disadvantaged Students	63%	59%	66%	65%	69%	68%	67%	62%	92%	74%			64%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	61%	60%			70%			52%	80%	65%			54%
Students With Disabilities	35%	38%			48%			33%	60%	42%			54%
English Language Learners	44%	54%			61%			33%	67%	54%			62%
Hispanic Students	61%	60%			70%			52%	80%	65%			62%
White Students	59%				63%			57%					
Economically Disadvantaged Students	56%	48%			64%			48%	72%	57%			66%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	69%		63%	47%	72%	69%	63%	61%	85%	82%			57%
Students With Disabilities	44%		51%	37%	45%	56%	58%	38%	72%				36%
English Language Learners	60%		57%	48%	65%	63%	59%	47%	71%	67%			57%
Native American Students													
Asian Students	82%				80%								
Black/African American Students	43%		27%		50%	55%							
Hispanic Students	69%		64%	48%	72%	69%	63%	62%	85%	84%			56%
Multiracial Students													
Pacific Islander Students													
White Students	66%		56%		69%	72%		38%					
Economically Disadvantaged Students	65%		61%	47%	67%	65%	63%	55%	86%	76%			60%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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

SUBJECT	GRADE	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	3	56%	56%	0%	55%	1%
Ela	4	60%	55%	5%	53%	7%
Ela	5	70%	56%	14%	55%	15%
Ela	6	60%	57%	3%	54%	6%
Ela	7	63%	55%	8%	50%	13%
Ela	8	65%	54%	11%	51%	14%
Math	3	72%	65%	7%	60%	12%
Math	4	77%	62%	15%	58%	19%
Math	5	65%	59%	6%	56%	9%
Math	6	58%	60%	-2%	56%	2%
Math	7	72%	49%	23%	47%	25%
Math	8	77%	58%	19%	54%	23%
Science	5	61%	53%	8%	53%	8%
Science	8	64%	42%	22%	45%	19%
Civics		86%	70%	16%	67%	19%
Biology		100%	70%	30%	67%	33%
Algebra		95%	55%	40%	50%	45%
Geometry		100%	56%	44%	52%	48%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

Most Improvement

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

The data component that showed the most improvement is Science with an 18% point increase. We took a few new actions to address our science needs. In the summer of 2023, we created a focus group that reviewed and reflected on our science proficiencies. These teachers met throughout the summer and created action plans by grade level on Schoology. Throughout the year, teachers shared best practices, conducted vertical planning sessions and used the resources on the platform.

Lowest Performance

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

We showed great gains this year, but for the second year in a row, the lowest performance data component was Grade 6 Math. This year 42% of the students scored a FAST Level 1 or 2. Teacher placement will be revisited through data and anecdotal evidence.

Greatest Decline

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

We showed great gains this year with growth in all areas. However, this year our focus should be on attendance and student enrollment. The factors that contributed to the attendance decline are inconsistencies with the attendance initiatives and incentives. Detecting and identifying recurring absences should be enforced starting in the first nine week period. Factors that would increase student enrollment include participating in programs such as STEAM designation, 5 STAR and Inclusion, increasing electives being offered in the Upper Academy, and promoting WPK8 as your best option.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our data component with the greatest gap is Geometry. Our average was 48% points

above the state. The main factor that contributed to this gap is having a dedicated teacher that solely focuses on the algebra and geometry EOC courses. She is aware of the students' needs and offers summer boot camps and before and after school tutoring for both her EOC courses.

EWS Areas of Concern

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

The two primary areas of concern regard EWS are the number of students achieving a level 1 on the FAST Math Assessment and the number of students that failed an English class. The number of students in the former category increased from 33 to 73 students, while the latter category increased from 13 to 21 students.

Highest Priorities

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

1. Student enrollment
2. Student attendance
3. Increase ELA proficiencies to over 70%
4. Increase student proficiency for SWD subgroup
5. Increasing student enrollment in middle school acceleration programs

B. Area(s) of Focus (Instructional Practices)

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

Area of Focus #1

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

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2023-2024 FAST ELA data, 68% of students achieved proficiency or higher on the end of year assessment. Though this was an increase of 8% from the previous year, it was the lowest performance in all accountability areas. The school's overall goal is to have every accountability area at 70% or higher, and thus ELA and Learning Gains are the highest priority. Literacy is also paramount for success in myriad subject areas, so there is a concerted effort to improve literacy school wide.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

If we successfully implement academic vocabulary instruction, then students scoring a level 3 and above will increase by a minimum of 5 percentage points from our 2023-2024 ELA proficiency performance of 68%, as evidenced by the 2025 ELA FAST Assessments in grades 3-8.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

With implementation of evidenced based interventions, the Leadership Team will monitor academic vocabulary instruction with weekly walkthroughs and monitoring vocabulary through i-Ready and Wordly Wise work samples.

Person responsible for monitoring outcome

John Crary, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA

Section 8101(21)(B)).

Description of Intervention #1:

Academic Vocabulary Instruction plays a critical role in improving vocabulary skills for all learners. Academic Vocabulary should be incorporated through effective lessons in a myriad of ways including the use of interactive journals, interactive word walls, exposure to diverse texts, visual stimuli, incorporation into daily dialogue, etc., and associated with the content being taught.

Rationale:

Vocabulary continues to be a low strand. We purchased Wordly Wise for teachers to assist with teaching and monitoring student vocabulary development.

Tier of Evidence-based Intervention:

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

Action Step #1

Vertical Planning

Person Monitoring:

John Crary

By When/Frequency:

9/27/2024/Quarterly

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

Teachers will review student data from FAST PM3 with grade levels through vertical planning sessions. This continuity of data analysis will allow teachers to target specific standards for both enrichment and remediation.

Action Step #2

Data

Person Monitoring:

John Crary, Principal

By When/Frequency:

9/27/2024/Quarterly

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

Teachers will review student data from FAST PM3 to identify areas of strengths and weaknesses and bring findings to vertical planning meetings. Teachers will also review these data with students and create a skills inventory in order for students to take ownership of their progress towards goals.

Action Step #3

Walkthroughs

Person Monitoring:

John Crary, Principal

By When/Frequency:

9/27/2024/Quarterly

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

Weekly ELA walkthroughs will be conducted by the assistant principals: Dr. Ventura (grades K-5) and by Ashley Castellanos (grades 6-8). Administrators will record findings and conduct follow-up

meetings with ELA teachers to ensure high quality instruction pertaining to vocabulary is taking place.

Action Step #4

Accelerated Reader

Person Monitoring:

Mayra Ventura, Asst Principal

By When/Frequency:

01/17/2025/Monthly

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

Students in Grade K-5 will be provided with a tailored reading experience using the AR Program. The program will allow students to choose books at their appropriate reading levels, fostering a sense of autonomy and motivation. Students will set reading goals and track their progress. School Administrators will track the impact of AR on vocabulary development using the iReady Instruction by Lesson Report on a monthly basis.

Action Step #5

L25 Teacher Assigned Vocabulary Lessons in iReady

Person Monitoring:

Mayra Ventura, Assistant Principal

By When/Frequency:

01/17/24/Monthly

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

iReady Vocabulary Lessons will be assigned to students identified as part of the Lowest 25%ile. Instructional Grouping Reports will be reviewed on a monthly basis to track student progress and monitor the impact of the action step.

Area of Focus #2

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

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2024 Math FAST Assessment Data, only 69% of the lowest 25% demonstrated proficiency in the Grade 3-8 Math FAST Assessment. As a result, this area has been identified as an area of crucial need. Ensuring that students in the lowest 25% meet proficiency is crucial for several reasons, impacting their academic trajectory, overall school success, and societal equity.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of collaborative data chats & vertical planning, we strive to increase the percent of Grade 3-8 students in the Lowest 25% who score at a level 3 or above by a minimum of 5 percentage points taking the school's average from the 2024 69% to 74% during the 2025 test administration.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The School Leadership Team will monitor the Vertical Planning & Collaborative Data Chats by at least one member attending the meetings and will collect signed meeting agendas and attendance rosters.

Person responsible for monitoring outcome

John Crary, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

During Collaborative Data Chats, teachers, support staff, and administration analyze student performance data and determine how that information will be used to drive future instruction (incorporation of virtual platforms can be utilized to encourage collaborative data chats). Time is also allotted to discuss activities and strategies teachers have used to remediate and/or enrich students on the assessed standards. Students who are in Rtl or who are identified as fragile are also discussed. This ensures they are receiving the proper support. Data chats are also a time to discuss teacher needs as it relates to additional assistance needed in the classroom, and in what ways both administration and support staff can assist teachers with those needs.

Rationale:

Collaborative Data Chats are valuable because they foster a data-driven, collaborative approach to education that enhances instructional practices, promotes continuous improvement, and focuses on meeting the needs of all students. They help create a culture of shared responsibility and accountability, ultimately leading to better educational outcomes and a more effective learning environment.

Tier of Evidence-based Intervention:

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

Action Step #1

Data Identification

Person Monitoring:

John Crary, Principal

By When/Frequency:

08/19/24 - 09/27/24 Quarterly

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

Teachers will review student data from FAST PM3 to identify areas of strengths and weaknesses and identify the lowest 25 and 35%. Teachers will conduct student data chats to track progress towards mastery via topic assessments. This action step will be monitored through the review of archived student data chat protocol sheets.

Action Step #2

Collaborative Planning

Person Monitoring:

John Crary

By When/Frequency:

08/19/24 - 09/27/24 Bi Weekly

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

Administration will work together to create a Master Schedule that allows for collaborative planning to assist on sharing best practices. Teachers will utilize collaborative planning sessions on a bi-weekly basis to identify common misconceptions and instructional techniques that can benefit all students. This step will be monitored through the review of the Master Schedule and gathering all Collaborative Planning Agendas/Sign In Sheets.

Action Step #3

Performance Matters

Person Monitoring:

John Crary, Principal

By When/Frequency:

08/19/24 - 09/27/24 Quarterly

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

Teachers will continue to administer topic assessments, and using the reports from Performance Matters they will conduct student data chats following each assessment. Teachers will share the Assessment Data with parents via Class Dojo in order to ensure the investment of all stakeholders. This step will be monitored through the review of student data chat protocols/trackers.

Action Step #4

Quarterly Data Chats

Person Monitoring:

John Crary, Principal

By When/Frequency:

01/17/25/Quarterly

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

School Administrators will host Quarterly Data Chat meetings. Teachers will use a Data Chat protocol to guide them in the analysis of FAST PM2 Scores, Topic Assessment Data, and iReady Data. Meetings will be logged through the use of the Microsoft Outlook Calendar. The impact of the action step will be monitored through classroom walkthroughs with a focus on data aligned instruction.

Action Step #5

L25 Instructional Groups

Person Monitoring:

Mayra Ventura, Assistant Principal

By When/Frequency:

01/17/25/Monthly

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

Instructional Groups will be created in iReady for students ranking in the Low 25%ile. Instructional

Grouping Reports will be pulled on a monthly basis to determine growth, progress of the students, and monitor the impact of the action step. The reports will be shared with the corresponding teachers.

IV. Positive Culture and Environment

Area of Focus #1

Teacher Retention and Recruitment

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

According to the 2023-24 SIP School Climate Survey, only 53% of teachers agreed with the statement "Staff morale is high at my school." Given the context of the past year, this answer is unsurprising; however, there is ample opportunity to improve staff morale, particularly engaging staff in meaningful events beyond the school day and celebrating successes. Collaboration amongst staff is a driver to increase engagement within the school site, overall job satisfaction and ultimately the retention of the staff. Based on the data and the identified contributing factors of disengagement and discouragement of some staff, we will implement the evidence-based intervention of Celebrate Successes to address the targeted element of teacher retention and recruitment.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

With the implementation of Celebrating Successes, in 2024-2025 we anticipate a 17% increase in the percentage of teachers agreeing with the statement "Staff morale is high at my school" on the School Climate Survey, bringing the 2023-2024 data from 53% to 70% agreement overall.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

At each Wildcat Committee and Instructional Leadership meeting, there will be a portion of time dedicated to debriefing events and examining progress towards goals. This will include monitoring participation of staff in activities through surveys or sign in sheets. High morale among staff contributes to a positive school culture and climate which in turn will impact student achievement in a positive way through higher student engagement and positive learning environments.

Person responsible for monitoring outcome

John Crary, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Celebrate Successes is when staff and student accomplishments are given special recognition and achievements are publicly celebrated allowing for encouragement from all stakeholders. Showing the connection between effort and achievement helps students to see the importance of effort and allows them to change their beliefs to emphasize it more. Recognition is more effective if it is contingent on achieving some specified standard.

Rationale:

Celebrating Successes will demonstrate to staff that they are valued in what is often an undervalued profession. Teachers will see the efforts of the school to recognize their dedication and determination, and in turn will continue to put forth maximum effort to improve students' lives and the school community in general.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:**Action Step #1**

RASTA Committee

Person Monitoring:

John Crary

By When/Frequency:

08/28/24 - 09/27/24 / Monthly

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

The first Instructional Leadership Team meeting will establish the Random Acts of Staff and Teacher Appreciation (RASTA) committee through which grade level and departments adopt a month and plan random celebratory acts for the staff. As a result, members of each department will take responsibility to help the school reach its goal of celebrating successes.

Action Step #2

Golden Paw Awards

Person Monitoring:

John Crary

By When/Frequency:

08/28/24 - 09/27/24 / Monthly

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

During each Faculty Meeting, the Leadership Team will select two staff member for the "Golden Paw" award. Selected staff members will receive a Starbucks gift card and a trophy, and they will also be featured on social media when they receive the award. As a result, staff will feel celebrated for their contributions.

Action Step #3

Principal's Spotlight

Person Monitoring:

John Crary

By When/Frequency:

08/28/24 - 09/27/24 / Daily

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

Teachers will receive a Jotform to nominate students and staff for the afternoon Principal's Spotlight. During afternoon announcements, the Principal or Designee will select a nomination to highlight to the entire school.

Action Step #4

Appreciation Station

Person Monitoring:

John Crary, Principal

By When/Frequency:

11/22/24

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

A station will be set up for students to write messages of gratitude and appreciation to their teachers. The notes will be delivered to teachers during the Faculty & Staff Thanksgiving Luncheon. The school's Mid Year Culture Survey will be used to monitor the impact of the action step.

Action Step #5

Wildcat of the Month

Person Monitoring:

John Crary, Principal

By When/Frequency:

01/17/25/Monthly

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

During our monthly Faculty Meetings, school administrators will select a Wildcat of the Month and present them with a medal in honor of their dedication, commitment, and positive contributions. The school's Mid Year Culture Survey will be used to monitor the impact of the action step.

Area of Focus #2

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

For the past three years, Winston Park has consistently had 16% of its students accumulate over 15 absences during the school year. Though this is better than both the district (27%) and other Tier 1 schools (23%), it is a barrier to academic success for the students at Winston Park. When students are not in school, they are more likely to fall behind and not fulfill their potential.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

The percentage of students that accumulate over 15 absences will decrease by at least two

percentage points from 16% as reflected by data from 2023-2024 to 14% or lower during the 2024-2025 school year.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The attendance team will monitor attendance rates biweekly. Attendance will also be an agenda item on every administrative team meeting. Administration will compare data trends at each quarter to compare progress to previous years as well as overall progress towards growth. Good attendance is crucial for student success and has a direct impact on a variety of academic and developmental outcomes, such as academic achievement, classroom engagement and overall behavioral habits.

Person responsible for monitoring outcome

John Crary, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

Strategic Attendance Initiatives will be the evidence-based intervention being implemented. These initiatives will involve close monitoring and reporting of student absences, calls to parents, and more direct measures including home visits, counseling and referrals to outside agencies via the school's ARC (Attendance Review Committee) Team.

Rationale:

Implementing Strategic Attendance Initiatives is essential for addressing and improving student attendance rates, which can significantly impact overall educational outcomes. Specifically, regular attendance is closely linked to academic success. Strategic initiatives can improve attendance, thereby ensuring that students receive consistent instruction and are more likely to stay on track with their learning, leading to better academic outcomes and reduced risk of falling behind.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action Step #1

Convert Upper Academy to Homeroom Model

Person Monitoring:

John Crary

By When/Frequency:

8/25/2024

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

The school will convert the attendance period to 00 and establish a 5 minute homeroom for the Upper Academy. This will create a uniform period to record attendance on a daily basis. By implementing this step, there will be more daily consistency on recording accurate attendance. This step will be monitored through scheduling reports from the school's ASPEN scheduling system.

Action Step #2

Early Warning Messages to Parents

Person Monitoring:

Alma Cure

By When/Frequency:

8/24/24 - 09/27/24 - Weekly

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

Our Community Liaison Specialist will pull a weekly report on students that details absences, tardies, and excused earlies. The parents of students with an accumulation of 7 in each of these categories or 5 in one single category will receive a personalized message regarding attendance. This step will be monitored through the review of the archived weekly reports.

Action Step #3

End of Quarter Perfect Attendance Celebration

Person Monitoring:

John Crary

By When/Frequency:

8/24/24 - 09/27/24 - Quarterly

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

Students with Perfect Attendance and less than 5 excused earlies will be invited to a Perfect Attendance Celebration at the end of the quarter. PTSA will assist in creating a celebration that rewards students for their accomplishment.

Action Step #4

On Time and In Uniform

Person Monitoring:

Mayra Ventura

By When/Frequency:

09/02/24 - 09/27/24 - Daily

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

The administration will hold a daily recognition of students that are both on time and dressed in uniform at both the lower and upper academy. Students will receive an incentive from their grade level administrator. This strategy will be deployed on a daily basis. This step will be monitored by maintaining a spreadsheet record of all students that have been called.

Action Step #5

Pop Attendance

Person Monitoring:

Mayra Ventura, Assistant Principal

By When/Frequency:

01/17/25/Weekly

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

School Counselors randomly select a homeroom class. When the class is visited, if they have 100 percent attendance the class is rewarded with small prizes. Attendance rates will be reviewed biweekly in order to monitor the impact of the action step.

Action Step #6

ARC Meetings

Person Monitoring:

Mayra Ventura

By When/Frequency:

01/17/25/Weekly

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

The school's Attendance Committee will meet on a biweekly basis to discuss attendance rates, and identify students that will require attendance intervention. An attendance folder system will be created in order to measure the impact of the action step.

Area of Focus #3

Other

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

The student enrollment at Winston Park K-8 has decreased by over 20% from the 2022-23 school year to the start of the 2024 school year. This decreased enrollment leads to budget constraints, teacher surpluses, and fewer extra period teaching supplements. As a result, the school has less flexibility to offer advanced classes and electives that might attract additional students. This cycle needs to be broken immediately.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Prior year's data reflects that at the end of June 2024, Winston Park's enrollment was at 992 students. If we are successful in recruiting and retaining students, the future enrollment for June 2025 should increase by at least 50 students (>1042 students).

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

The clerical staff will pull quarterly reports to submit to the administrative team to determine the net difference between new registrations and withdrawals. The administrative team will monitor the withdrawal codes to determine the primary reason for students leaving Winston Park. A school district survey will be handed to parents in order to better understand reasons for departure. Increasing enrollment at a school site can have a range of impacts on student outcomes such as resource allocation, opportunity for increased diversity and expanded extra-curricular activities.

Person responsible for monitoring outcome

John Crary, Principal

Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

Description of Intervention #1:

The evidence-based intervention of School Spirit, Pride, and Branding will be implemented. This intervention encourages and promotes school spirit and pride through activities, changes to the school's physical environment, and/or participation in unique school traditions. This intervention will be monitored through social media posts, PTSA Activities and other community events.

Rationale:

School Spirit, Pride, and Branding are vital components of a school's identity and success. It fosters a positive school culture, enhances students' achievement, and strengthens school identity. A positive school culture, driven by school spirit and pride, can also improve staff & student retention. As a result, a strong school identity will bring about an increase in enrollment.

Tier of Evidence-based Intervention:

Tier 2 – Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:**Action Step #1**

Increasing number of electives in the Upper Academy

Person Monitoring:

Ashley Castellanos

By When/Frequency:

09/27/24

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

The Upper Academy Administrator will identify opportunities to provide additional electives where possible in the Master Schedule. Through our partnership with iLearn, at least two ETPS will be provided, allowing us to offer STEAM related electives. This unique offering will differentiate our middle school from those in the surrounding area, and as a result we should both attract more students and retain those already at our school. This step will be monitored through reports from the school's ASPEN scheduling system.

Action Step #2

Promoting Events Within the Community

Person Monitoring:

John Crary

By When/Frequency:

09/27/24 - Weekly

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

Through a partnership with the PTSA, the school will increase the visibility of its events and programs within the community via social media and word of mouth. One of the most powerful recruitment strategies is positive word of mouth, and thus, we need to promote the incredible activities and programs that occur at the school. This step will be monitored through the tracking of participation in the PTSA and the increase in social media activity.

Action Step #3

Accolades

Person Monitoring:
John Crary

By When/Frequency:
09/27/24 - Quarterly

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

The school will actively pursue opportunities for accolades and recognition for the incredible work occurring on campus. Recognitions includes rejoining the STEAM Designation Process, piloting district initiatives like the Edge Program, and participating in forthcoming opportunities for recognition. This step will be monitored through the review of archived applications and recognition messages.

Action Step #4

Wednesday School Tours

Person Monitoring:
John Crary

By When/Frequency:
01/27/24 - Weekly

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

Each week, the school will host tours for prospective students at 9 AM. The school has a link on its website to sign up for tours and provide pertinent information (grade level, contact info, etc). This step will be monitored through the sign-ups for tours combined with the sign-ins of actual tour participants.

Action Step #5

Participation in local Magnet Fairs

Person Monitoring:
John Crary

By When/Frequency:
1/17/24 - Ongoing

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

The school will request to be present whenever local elementary schools have magnet fairs for their 5th grade students. Having already participated in a magnet fair at Calusa Elementary, we recognize the power of holding academy demonstrations with parents and students. We will continue to monitor our feeder pattern and nearby schools to ensure we have access to these opportunities. This step will be monitored through a review of documented local magnet fairs and our participation in each.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

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

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

The SIP will be disseminated through EESAC and PTSA, which includes administrators, community members, parents, teachers, school staff, and students. SIP is also available online and in office at request. It will also be available on the school's website: <https://winstonparkk8.net/>

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

Winston Park K-8 Center plans on continuing its positive relationships with parents, families, and other community stakeholders by including them in all events such as field day, meet and greets, school tours, and monthly "Wildcat Events." Teachers will demonstrate how to access the portals, webpage, gradebook, and Schoology during Open House to ensure that they stay abreast of their child's progress. The PFEP will be made available on the school's website: <https://winstonparkk8.net/>

Plans to Strengthen the Academic Program

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

Winston Park K-8 Center established a cadre of teacher leaders (Instructional Leadership Team) that will disaggregate data, find opportunities for improvement, and create an action plan by grade level

for the areas of Science, Math, and ELA in order to strengthen its academic programs and ensure we meet all our students' needs.

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State and local services, resources and programs, such as programs supported under 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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

Our plans for academic strengthening will be paired with programs such as Title III. Title III provides funding to support English Language Learners (ELLs) and their families, focusing on language instruction programs and support services. The goal is to help ELLs attain proficiency in English and meet academic standards.

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

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

Ensuring a comprehensive approach to counseling, mental health services, and specialized support in schools involves a multi-faceted strategy that addresses various aspects of students' development beyond academics. Winston Park K8 Center has dedicated counselors for the elementary and middle school level, along with the weekly District Level support from a Mental Health Specialist. This team's work is based on a referral system, early intervention, crisis management, mentoring services, and specialized support for ESE students.

Preparing for Postsecondary Opportunities and the Workforce

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

Preparing students for postsecondary opportunities and the workforce involves a strategic approach that integrates academic, career, and personal development. Winston Park K8 offers opportunities through high school level coursework, electives linked to career education classes, coordination of extracurricular clubs, opportunities for high school tours, and through academic advising and soft skills development.

Addressing Problem Behavior and Early Intervening Services

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

Implementing a schoolwide tiered model to prevent and address problem behavior involves a systematic approach to creating a positive school climate and providing support at varying levels of intensity based on students' needs. The model typically includes three tiers of support: universal (Tier 1), targeted (Tier 2), and intensive (Tier 3). Each tier addresses different levels of behavioral needs and intervention. Winston Park K8 uses Class Dojo as part of the Tier 1 system of support for positive behavior. The District's Code of Student Conduct also guides Tier 1 services through its Values Matter program. Small group and individualized interventions are tailored according to need.

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESEA section 11149b)(7)(iii)(V)).

Improving instruction, effectively using data from academic assessments, and recruiting and retaining effective teachers are critical aspects of enhancing educational outcomes. Through dedicated Professional Development Days, as well as during monthly Faculty meetings, our teachers are exposed to learning opportunities in the areas of Data Driven Instruction, School Improvement Planning, and Subject Specific Pedagogy. Teacher Leaders attend monthly District sponsored professional learning sessions and turn key on the information gathered with their teams.

Strategies to Assist Preschool Children

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

Transitioning preschool children to elementary school is a crucial phase that requires careful planning and supportive strategies to ensure a smooth adjustment. Winston Park K8 coordinates, field trips for neighboring preschools, meet and greet sessions, private school tours, and classroom previews. Parent orientation and workshops are also provided throughout the school year.

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

No

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