WINDMILL POINT ELEM SCHOOL

2024-25 Schoolwide Improvement Plan

Table of Contents

School Board Approval

This plan has not yet been approved by the St. Lucie County School Board.

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 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

Windmill Point Elementary promises to nurture a positive school culture and to ensure academic excellence by preparing students for college and career readiness through the fostering of self◇confidence, instillation of responsibility, and development of leadership skills.

Provide the school's vision statement

Upon entering Windmill Point Elementary, you are met with a warm and inviting environment. When you enter our school, you are welcomed by faculty and staff members. As you walk the halls, you hear the chatter of children excitedly discussing the day's assignments. Glancing around, you notice authentic work that students have chosen to display. It is apparent that students feel secure and comfortable at Windmill Point.

As you continue through Windmill Point, you observe that everyone in the school believes it is important to discover what motivates children. Administration, faculty, and staff work collaboratively to design engaging work for students. Teachers are guided by their grade level scope and sequence and have a clear understanding of what students should know and be able to do. They use data from a variety of assessments, including engagement surveys, to guide instruction for each individual child. Faculty and staff strive to meet high expectations. They are lifelong learners and model this behavior for students. Teachers eagerly implement innovative ideas in their classroom and often share results with colleagues, parents, and community members.

Continuing your journey through our school, you see evidence of parent and community involvement. At Windmill Point Elementary, these citizens serve as partners in educating children. The community volunteers are valuable resources that are utilized to provide rich and authentic learning experiences for children. Administrators, teachers, and staff create opportunities for parental and community involvement to promote student achievement. All of the Windmill Point family is involved in the school decision making process, focusing on every aspect of the child's education. Windmill Point Elementary is a unique school where everyone works together and supports one another. The ultimate goal is the continuous improvement of students, teachers, staff, and community partners as an integral part of our students' education.

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
Valarie Jones

Position Title
Principal

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #2

Employee's Name
LaKeitha Jackson

Position Title
Assistant Principal

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #3

Employee's Name
L. Naomi Reals

Position Title
Assistant Principal

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #4

Employee's Name
Courtney Kline

Position Title
Math/Science Coach

Job Duties and Responsibilities
No Answer Entered

Leadership Team Member #5

Employee's Name

Deniz Keresteci

Position Title

Literacy Coach

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #6

Employee's Name

Kristin Hsu

Position Title

School Counselor

Job Duties and Responsibilities

No Answer Entered

Leadership Team Member #7

Employee's Name

Christine Caballero

Position Title

School Counselor

Job Duties and Responsibilities

No Answer Entered

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.

Throughout the school year, Windmill Point reviews the SIP within our monthly staff meetings, SAC/PTO meetings and Title I nights. Each month we review our goals set forth and how we are progressing in meeting them. When we review the goals with community stakeholders, parents, and staff there is discussion of what tools we are using to implement and monitor our outcomes to reach those goals.

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))*

Each week grade groups meet to review data and student outcomes. During the data chats each grade group will discuss English Language Arts and Math assessments that are put out by our school district. Teams will also provide input and feedback based on progress monitoring tools that are identified in weekly Collaborative Learning and Planning. Grade groups will collaborate during plannings on how they will identify if students have shown mastery in the understanding of the standard and what strategies/ interventions will be used to support reteaching in small groups if necessary.

D. Demographic Data

2024-25 STATUS (PER MSID FILE)	**ACTIVE**
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	**ELEMENTARY** **PK-5**
PRIMARY SERVICE TYPE (PER MSID FILE)	**K-12 GENERAL EDUCATION**
2023-24 TITLE I SCHOOL STATUS	**YES**
2023-24 MINORITY RATE	**78.1%**
2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE	**73.9%**
CHARTER SCHOOL	**NO**
RAISE SCHOOL	**YES**
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)** **MULTIRACIAL STUDENTS (MUL)** **WHITE STUDENTS (WHT)** **ECONOMICALLY DISADVANTAGED STUDENTS (FRL)**
SCHOOL GRADES HISTORY *2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.*	**2023-24: B** **2022-23: C*** **2021-22: B** **2020-21:** **2019-20: C**

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	49	52	55	47	37	29				269
One or more suspensions	12	10	30	9	11	20				92
Course failure in English Language Arts (ELA)	3	2	1	23	7	0				36
Course failure in Math	3	2	1	4	6	9				25
Level 1 on statewide ELA assessment	0	0	0	44	52	28				124
Level 1 on statewide Math assessment	0	0	0	33	37	34				104
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	21	39	44	26						130
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)	0	0	0	6	8					14

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	8	32	23	42	59	52				216

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	4	3	1	23	0	0				31
Students retained two or more times	0	0	0	1	0	0				1

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	20	50	52	43	38	38				241
One or more suspensions		2	6		3	10				21
Course failure in ELA	1	20	45	21		1				88
Course failure in Math	1	15	34	36	4	1				91
Level 1 on statewide ELA assessment	1	42	9	8	42	42				144
Level 1 on statewide Math assessment	1	51	30	40	40	42				204
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)	9	41	52	61						279

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	5	60	57	55	53	52				282

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	1	2	8	1					14
Students retained two or more times			1							1

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 CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	49			48	44	53	53	46	56
ELA Grade 3 Achievement **	54			46	41	53			
ELA Learning Gains	54						61		
ELA Learning Gains Lowest 25%	71							52	
Math Achievement *	61			47	52	59	54	43	
Math Learning Gains	69						62		
Math Learning Gains Lowest 25%	63						55		
Science Achievement *	53			49	49	54	42	50	59
Social Studies Achievement *								59	64
Graduation Rate								42	50
Middle School Acceleration								52	52
College and Career Readiness									80
ELP Progress	52			38	58	59	58		58

*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.

**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	58%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	523
Total Components for the FPPI	9
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
58%	50%	55%	49%		53%	44%

* 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	43%	No		
English Language Learners	52%	No		
Black/African American Students	56%	No		
Hispanic Students	54%	No		
Multiracial Students	54%	No		
White Students	67%	No		
Economically Disadvantaged Students	56%	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	32%	Yes	1	
English Language Learners	38%	Yes	1	
Black/African American Students	47%	No		
Hispanic Students	42%	No		
Multiracial Students	57%	No		
White Students	60%	No		
Economically Disadvantaged Students	46%	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	44%	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%
English Language Learners	46%	No		
Native American Students				
Asian Students				
Black/African American Students	55%	No		
Hispanic Students	51%	No		
Multiracial Students	80%	No		
Pacific Islander Students				
White Students	54%	No		
Economically Disadvantaged Students	52%	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	49%	54%	54%	71%	61%	69%	63%	53%					52%
Students With Disabilities	21%	16%	48%	58%	38%	66%	75%	37%					24%
English Language Learners	34%	33%	55%	67%	49%	68%	73%	36%					49%
Black/African American Students	50%	48%	54%	73%	53%	72%	67%	40%					50%
Hispanic Students	42%	52%	49%	67%	57%	64%	61%	50%					47%
Multiracial Students	46%		47%		61%	61%							
White Students	57%	63%	68%		76%	72%		68%					
Economically Disadvantaged Students	46%	49%	56%	73%	59%	67%	60%	50%					46%

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	48%	46%			47%			49%					38%
Students With Disabilities	20%	32%			30%			7%					70%
English Language Learners	28%	25%			36%			40%					59%
Black/African American Students	45%	45%			44%			40%					63%
Hispanic Students	38%	37%			45%			36%					56%
Multiracial Students	67%	54%			50%								
White Students	57%	57%			54%			70%					
Economically Disadvantaged Students	43%	43%			45%			41%					57%

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	53%	61%	52%		54%	62%	55%	42%					58%
Students With Disabilities	21%	50%	61%		31%	61%	72%	15%					
English Language Learners	36%	46%	39%		44%	58%	56%	34%					58%
Native American Students													
Asian Students													
Black/African American Students	45%	67%	65%		40%	67%	69%	24%					62%
Hispanic Students	43%	54%	52%		50%	60%	54%	36%					
Multiracial Students	87%	76%	87%		87%	71%							55%
Pacific Islander Students													
White Students	67%	60%	33%		70%	59%	33%	56%					
Economically Disadvantaged Students	46%	60%	54%		49%	60%	55%	35%					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.

> Data for 2023-24 had not been loaded to CIMS at time of printing.

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 was our math Learning Gains, and Math Proficiency. The new actions that were taken by Windmill Point were regular Math Walk-throughs with "Look Fors" during the math block to determine the fidelity of the lesson and structure of routines as well as vocabulary. The administration and math coach were strategic in the making of CLP and small group planning to support students in the foundational skills that the students lacked to help support their growth.

Lowest Performance

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

 The data component that showed the lowest performance was ELA (49%). The contributing factor is the lack of ELA proficiency in our 4th graders that are going into 5th grade (44%).

Greatest Decline

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

 The data component showed that Windmill Point did not have a decline from the prior year and made growth in all areas.

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.

The data component that had the greatest gap when compared to the state average was Windmill Point's ELA Achievement (49%) to the State average of (54%). One of the trends that was identified were students that came into the school year as proficient did not perform to the Level 3's from this past school year.

EWS Areas of Concern

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

An area of concern for EWS from Part I is our students with disabilities have a trend of

underperforming in the last 5 years.

Highest Priorities

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

1. Improve English Language Arts Achievement

2. Identify students who have fallen out of Proficiency in ELA

3. Monitor ELA proficiency in Students with Disabilities with FAST Progress Monitoring and district ELA Unit assessments.

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.

ELA Proficiency is an area of focus due to the students underperforming when compared to the state average. In 2023, our students did not sustain their mastery of skills in ELA Achievement when compared to science, and actually performed higher in science proficency.

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.

Windmill Point was 49% in ELA achievement, which was 5% lower when compared to the state average. In specific grades, administration and coaches will meet with teachers to strategically plan for areas of student weakness. Monitoring of district ELA unit assessments will be discussed during data chats and interventions will be put into place during small group instructions specific to teachers and students needs.

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.

Weekly data chats, comparison data w/ like schools, regular check in with coaches.

Person responsible for monitoring outcome
Deniz Keresteci

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:

Rationale:

Tier of Evidence-based Intervention:

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

Person Monitoring: **By When/Frequency:**

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

Area of Focus #2

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.

When identifying grade groups and student achievement in ELA, it was noticed that students are dropping in proficiency by grade for example 3rd to 4th grade dropped 1%, 4th to 5th dropped 7% overall. This is a crucial need due to students once having mastery but not the ability to sustain.

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.

22/23
3rd to 4th - dropped 1%
4th to 5th -dropped 4%

23/24
3rd to 4th - gained 1%
4th to 5th - dropped 7%

Based on the relevant grades, students will be identified who have fallen out of proficiency and cusp students that have probability in going in either direction based on interventions and instruction.

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 monitoring of this area of focus will be complete as a team with administration, coaches, and teachers regularly collaborating about student progress. Data collection will be done through student data chat cards, progress monitoring of unit assessments, FAST progress monitoring and I-Ready.

Person responsible for monitoring outcome
Valarie Jones, Principal, LaKeitha Jackson, Asst. Principal, Naomi Reals, Asst. 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:

Rationale:

Tier of Evidence-based Intervention:

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

Person Monitoring: **By When/Frequency:**

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

Area of Focus #3

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

ESSA Subgroups specifically relating to Students With Disabilities (SWD)

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.

Students with Disabilities have been identified and preform significantly lower than any other subgroup. Students with disabilities have intensive interventions, pull out resource and provided various strategies to support their learning. With multiple supports in place, students have not shown sustained growth while they are students at Windmill Point. The fluctuation within each year shows

the need for specific monitoring of IEPs and goals that promote their learning.

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.

2024 - 43%
2023 - 32%
2022 - 44%

Administration will meet with the ESE Chair to evaluate student placement in classrooms, disseminate growth towards goals, and determine if more support can or should be utilized to support the needs of Students with Disabilities and where it should be implemented in the educational environment.

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.

ESE Chair will have regular data chats with ESE Teachers based on data of goals in IEPs, mastery of skills in ELA Unit Assessments, and if needed changes in IEP plans if students need more support.

Person responsible for monitoring outcome

Valarie Jones, Principal, LaKeitha Jackson, Asst. Prinicpal, Naomi Reals, Asst. Principal, Virginia Mihajlovski, ESE Specialist

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:

Rationale:

Tier of Evidence-based Intervention:

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

Person Monitoring: **By When/Frequency:**

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

IV. Positive Culture and Environment

Area of Focus #1

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.

 One area of focus is the large number students (258) who were absent 10% or more days. Of the 258 students were absent, 129 of those students were in grades 3rd-5th.

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.

 By June 2025, students will improve attendance by decreasing/reducing the number of students absent 10% or more days from 258 to 206 (a 20% decrease). In grades 3rd - 5th, identify truant students and have meetings to determine where we can provide a resolution for students and families.

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 area of student attendance will be monitored to show a decrease in absent students. This will be monitored through monthly attendance meetings, PowerBi, and Skyward for data collection. Our attendance team will coordinate with our families in setting up meetings to determine how we can support the students in regular attendance at Windmill Point.

Person responsible for monitoring outcome

LaKeitha Jackson, Assistant 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 being implemented is positive reinforcement, communicating importance/data to stakeholders, and problem solving as a team for unique circumstances.

Rationale:
The rational for selecting these strategies is to build community awareness and support to ensure barriers are removed.

Tier of Evidence-based Intervention:
Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?
No

Description of Intervention #2:

Rationale:

Tier of Evidence-based Intervention:

Will this evidence-based intervention be funded with UniSIG?
No

Action Steps to Implement:

Action Step #1
Monthly attendance meetings,

Person Monitoring:	**By When/Frequency:**
LaKeitha Jackson	Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Through monthly meetings with school counselors, administration, and our truancy representative students will be identified on who to contact.

Action Step #2
Attendance Incentives

Person Monitoring:	**By When/Frequency:**
LaKeitha Jackson	Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:
Students who attend school will receive a specific reward based on their school attendance records to provide a positive incentive for their daily participation.

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 dissemination of the SIP to all stakeholders during our SAC/PTO meeting, faculty meetings, emails, and is posted on our school webpage, https://schools.stlucie.k12.fl.us/wmp/. The progress of the SIP will be discussed and updated at each meeting as well as access to administration to help review SIP progression with stakeholders when wanting to discuss and review.

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))

Windmill Point plans to build positive relationships with parents, families and community stakeholders with the events planned for all to participate in. Curriculum night, Publix Family Night, Bingo for Books, and many other events are on the calendar with the partnerships of community members to take place throughout the school year. The promotion of the school events allows for relationship building with school staff and families to discuss the needs of students along with supporting one another.

Webpage: Windmill Point Elementary (stlucie.k12.fl.us)

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))

Windmill Point has strategically planned for small group instruction in the classroom with identified students. Windmill Point will also promote an afterschool tutoring program that specific students will be invited to participate in that will promote closing the gap in the identified areas of need.

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))

Windmill Point Elementary School has a partnership with McKinney Vento and Grace Packs to support and supplement the needs of our students and families. This partnership allows for growth and success on all parts.

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))

School counselors meet with teachers about students who they have concerns about. Parents also have the ability to reach out to the school counselors to set up meetings. Through discussions and data collection, student support is identified and may start in a social skills group, one on one counseling with the Mental Health counselor, or it may be determined that a student needs a Tier II intervention for behavior to support the student in the classroom. Data is collected while the student is being provided interventions, counseling or strategies to determine next steps.

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))

Windmill Point Elementary has the Accelerated Mathemetics Program. The curriculum is a blend of 3rd and 4th grade benchmarks and progress monitored with district assessments throughout the year. The 3rd grade AMP class prepares students for advanced level math courses as they progress through middle and high school.
Through this accelerated pathway, students will have opportunities to progress towards upper level math courses without gaps in foundational benchmarks necessary for future success. Students will complete the AMP progression in elementary school and continue on an accelerated pathway in middle school. The sequence will strengthen their algebra skills and allow for completion of Algebra I and Geometry credits by the end of 8th grade.

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)).

 The MTSS framework allows students to be recognized, valued, and supported across a variety of learning needs. The diversity found throughout Windmill Point requires the structuring of MTSS to meet the unique needs of each student's needs. Therefore, MTSS will reflect a common set of core

components which should is implemented with fidelity.

At the beginning of each school year, Windmill Point teams use previous data to determine students in need of tiered support. However, this does not mean every student receiving Tier 2/3 interventions at the end of the previous school year will be automatically placed into a Tier 2/3 intervention at the start of the new school year. This would only be the case if new data (FSA scores, i-Ready diagnostics, and Unit Assessments, etc.) supports the need for continuation in a Tier 2/3 intervention. As new data becomes available (including progress monitoring data), we have data chats and review student placements and adjust if necessary, approximately every 6 weeks.

Windmill Point employs the same MTSS to behavior with Tiered interventions that can range from classroom managed behavior that can go as far as developing a BIP/FBA. All

For most of our kindergarten students, the MTSS block will is utilized with a focus on social skills, behavior, and character building throughout first semester. However, if a student is not showing growth, or is closing the gap at a rate much slower than their peers, the WMP team likes to discuss any concerns and determine if the student should be placed in a Tier 2 intervention. If a student is going ot be doing more than a Tier 1 interventions we include the parent/guardian contact regarding any concerns, before moving forward with scheduling a PST meeting.

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)).

Teachers and staff are regularly provided Professional learning that aligns with their needs. They have the opportunity to attend district provided or in house PL to support their needs. During a teacher's 1st and 2nd year in the teaching industry, we have new teachers participate in NEST which allows teachers an assigned mentor. In the area of mathematics, our school has participated in Math Bootcamps to support the instruction and implementation of our new BEST Standards to help students achieve the most within their classrooms and instruction.

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))

Windmill Point provides a Kindergarten Kickoff for students where parents are invited to come to the school for a tour, be exposed to the curriculum, master schedule, and meet the parents. During that time, teachers provide opportunity to do a pre-screening to help support the students coming into the new school year. For students who attend our VPK classrooms are given transition kits that provide exposure and enrichment for practice skills for the upcoming 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