Hernando County School District

Winding Waters K 8

2015-16 School Improvement Plan

Winding Waters K 8

12240 VESPA WAY, Weeki Wachee, FL 34614

www.edline.net/pages/hcsb_wwk8

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Combination	No	67%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	21%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	B	C	B

Preliminary Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Hernando County School Board on 11/17/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Winding Waters K-8 creates a community of leaders working together to develop an inspiring environment that embraces learning through the innovative use of technology.

Provide the school's vision statement

Winding Waters K-8 provides a positive environment for students to reach their maximum potential through the use of technology within inquiry based lessons.By empowering students to be risk takers and critical thinkers, they will acquire the skills and confidence necessary to become lifelong learners and responsible citizens of our global society.Our vision will become reality through the efforts of staff and volunteers in collaboration with community stakeholders.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Winding Waters K-8 provides many opportunities by which the school learns about students' cultures and builds relationships between teachers and students. We have a very active SAC and PTO organization that provides a plethora of parent opportunities to provide input into building the culture. Our SAC regularly surveys parents about specifics with regards to building culture, climate, academics, school safety and building proactive relationships with community stakeholders. Our PTO regularly infuses events with student cultures in mind and offers a variety of parental involvement opportunities. In addition, we have a Spirit Committee that meets regularly to discuss how to continually build a positive school culture and pass down traditions to the newly entered families. Our faculty and staff regularly host grade level curriculum nights to share academic expectations and strategies with parents while fostering communication between school and home.

Describe how the school creates an environment where students feel safe and respected before, during and after school

Winding Waters K-8 ensures that students feel safe and respected by enlisting the appropriate number of staff to monitor students during all supervisory hours. Our school has a crisis management team that systematically implements emergency and safety procedures inclusive of fire, bomb, tornado, lockdown, shelter in place and bus evacuations. Routines and procedures are thoroughly described in our school wide Positive Behavioral Intervention and Supports (PBiS) program with regular practice so that students know how to respond in behavior situations. Our focus on creating a positive, engaging environment for all students is infused through our PBiS system that includes the use of HIVE notes and the reinforcement of the Intelligent Behaviors. Our administration and counselors visit classrooms frequently to build relationships by offering support and resources for students, as well as to regularly revisit the Bullying Policy.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Students earn "HIVE" notes for exceptional behavior and use them to exchange for small prizes and food items. Certificates for students who display exemplary Intelligent Behaviors are given each nine weeks to elementary students and once per year to middle school students. Discipline Behavior Intervention Forms were created last year and are being used again due to their usefulness. The PBiS committee meets to review data and identify the potential need for intervention.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Winding Waters K8 ensures that the social-emotional needs of all students are being met through the counseling and mentoring provided by our certified school counselors, school psychologist, social worker and district crisis team when needed. Social skills and support groups are formed as needed. Our certified school counselors distribute donated school supplies, clothing, book bags, shoes and food to students in need. Exemplary students are chosen to serve on the Safety Patrol and serve as positive role models as they develop leadership and mentoring skills.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Winding Waters K-8 certified school counselors will provide the School Based Leadership Team (SBLT) with monthly updates on students who have missed ten or more days of school or who have excessive tardiness or early checkouts.The guidance department will track the number of in-school and out-of-school suspensions each month for discussion in SBLT meetings. The Data Entry Clerk will provide the SBLT with the number of students failing English Language Arts or Math quarterly. The MTSS Coordinator will meet with teachers about students who have scored a level I or 2 on state assessments in English Language Arts or Math so that interventions will be put into place and student progress closely monitored. All teachers meet with the MTSS Team to review needed interventions and make a plan for implementation. Particular attention is also given to the "bubble" students (those who are close to scoring at the next level higher or close to dropping a level).
Indicators used to identify at risk students include absenteeism, academics, state testing, and behavior.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	55	51	48	34	39	34	48	64	0	373
One or more suspensions	7	10	10	12	8	18	20	46	0	131
Course failure in ELA or Math	15	7	6	13	6	5	10	14	0	76
Level 1 on statewide assessment	0	0	0	10	21	14	26	34	39	144

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level								Total
	K	1	2	3	4	5	6	7	
Students exhibiting two or more indicators	32	20	19	27	41	47	77	107	370

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

WWK8 has a truancy reduction plan in place for improving attendance. WWK8 will implement improved communication to students, parents and families through meetings, class and school websites. A school-wide procedure for excused and unexcused absences has been established in accordance with district policy. Meetings are regularly scheduled with parents and families to address issues that are inhibiting attendance. As part of WWK8's PBiS program, students will be provided with positive reinforcement for good attendance. Students will be recognized through HIVE notes and positive phone calls home to families.

*Students who miss 15 or more instructional days in a 90 day period will be referred to a Truancy Case Staffing. Absences will be monitored weekly by Certified School Counselor and the School Social Worker.

*Students who received a level 1 or 2 on the statewide test will be provided with intensive instructional support through the MTSS system of support framework. Progress will be monitored by Administration, Teachers, SBLT and the MTSS team.

*Students who receive one or more behavior referrals leading to in school suspension will be monitored by the PBIS team and Administration. Behavior interventions will be implemented by the classroom teacher and the school counselor.

*Students who receive one or more behavior referrals leading to out of school suspension will be monitored by Administration. Behavior interventions will continue with the classroom teacher and school counselor.

The application of the Multi-Tiered System of Supports and data collection is monitored with fidelity by administration. All WWK8 teachers have ongoing tiers of instruction in their classrooms. The Tiers include:

Tier 1 which is the core curriculum, differentiated instruction and common assessments; Tier 2 which is skill based small group instruction based on data and student areas of identified weakness; Tier 3 provides intensive instructional support in a group of 1-2 students using research based instructional programs. The MTSS team meets weekly to discuss student progress in both academics and behavior, review school wide data and determine the effectiveness of the core curriculum and interventions. The SBLT meets bi-weekly with team leaders to review available data and discuss student progress. Students are referred to the MTSS team based on teacher data, student data chats and common/statewide assessment results. The MTSS team ensures that the teacher understands the process and provides support in the planning of academic and behavior interventions.

Behavioral intervention strategies established to improve academic performance for students at WWK8 include: the school-wide behavior plan (HIVE Notes) and classroom guidance lessons delivered by the school counselor. Data obtained from the classroom teachers is used by the PBIS Team to identify, assess, and evaluate the effectiveness of the Tier I behavioral component. Students in need of additional behavior support will be referred to the MTSS team to discuss and determine interventions to match student needs including classroom interventions and referrals to the counselor.

Tier 2 students in Reading and Math receive at least 20 minutes of additional instruction 3 to 5 times a week in a small group of no more than 5 students using the following:

Marie Carbo Power Paks
FCRR Activites
Making Words
FAIR Scaffolding Passages
Fast ForWord
SRA Specific Skill Series
Word Works
Guided Reading
Reading Street RtI Kit
Envisions RtI Kit
Small group instruction and differentiated centers
-MTSS Team will monitor student attendance

-SBLT will analyze academic and behavior data
-Weekly celebrations will occur for positive behavior
-Grade level teams will participate in collaborative data inquiry
-District personnel will assist with data analysis
Check-in / Check-Out
We also engage in analysis of formative assessments in grade level data teams and utilize the data to inform instruction.
Tier 3 students in Reading and Math receive at least 30 minutes of additional instruction 5 times a week in a group of no more than 3 students using the following:
SRA program
Lindamood Bell
My Sidewalks Intervention Program
FCRR Activities
SRA Phonemic Awareness
Early Reading Tutor
SRA Early Reading Intervention
Guided Reading
Envisions RtI Kit
-Guidance counselor will monitor student attendance
-SBLT will analyze academic and behavior data
Check-in / Check-Out
-Behavior plans will be monitored by guidance counselor, administration and behavior specialist

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?
No

PIP Link
The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

The schools mission and vision are posted on our Edline website, in each classroom and in each student agenda. Our PBiS HIVE program supports building positive behavior throughout our school building on a daily basis. Parents and community members help in supporting and running our PBiS program on a regular basis.
WWK8 builds positive relationships with families through our Back to School Nights, Literacy Events like Snoozapalooza, sporting events, School Advisory Council (SAC), Parent Teacher Organization (PTO) family events like our Fall Festival and Omegaman Bullying Prevention night, parent volunteer opportunities, student agendas and teacher moodle pages. We share positive information and current events at school through social media.Keeping parents informed of student progress is a priority. WWK8 does this on a regular basis through Edline, report cards, parent conferences, MTSS Team meetings with key stakeholders, ESE staffings, the daily agenda, and teacher moodle pages.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

WWK8 is very fortunate to have a variety of community organizations and business partners who donate funds, supplies and volunteer time to our school on an ongoing basis. These organizations are recognized in a multitude of ways including any of the following: thank you letter from Administration, hand-written thank you cards created by students, and on the website or marquee. Our business partners are welcome to share information at school events.WWK8 has student groups that raise funds for several charities, conduct canned food drives for the Salvation Army Thanksgiving Drive and engage in community activities. In addition, our guidance department, in partnership with several of our local churches, provide backpacks full of food for approximately 40 students every week, complete Thanksgiving Dinners for approximately 40 families, presents for needy students, a regular supply of new shoes, school supplies and basic hygiene products.

WWK8's volunteer coordinator reaches out to businesses on a regular basis to help fill volunteer needs in our classrooms and at school events. Our PTO and SAC Committees meet on a monthly basis to discuss school highlights and concerns, identify needed resources including staff development thereby providing opportunities for our school community groups to support student achievement.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Cerro, Janet	Principal
DeArmas, Jennifer	Other
Minichino, Jillian	Assistant Principal
Pellito, Laurie	Assistant Principal
Cooper, Michael	Teacher, K-12
Elswick, Kathleen	Teacher, K-12
Gallagher, Maureen	Teacher, K-12
Mendez, Al	Teacher, K-12
Arnold, Heather	Teacher, K-12
Santiago, Laura	Teacher, K-12
Sather, Theresa	Teacher, K-12
McKenzie, Sarah	Teacher, K-12
Edwards, Carissa	Teacher, K-12
Michaels, Heather	Teacher, K-12
Seabol, Wanda	Guidance Counselor
Johns, Kimberly	Guidance Counselor
Freyre, Maria	Teacher, K-12
Payne, Leni	Teacher, ESE

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The Principal meets with the administrative team at least once per week to discuss the needs of students and teachers, and to collaborate about strategies to provide support in order to work towards our SIP goals. The administrative team's primary role is to support teachers in their classrooms and to provide a strong focus on school goals and student data to guide instructional planning.
The school-based leadership team (SBLT) meets to review school data and initiatives. The administrative team provides training to teachers in data analysis so that they may also collaborate on their own to continuously analyze formative assessment data. The data includes common assessments, progress monitoring , and individual student performance.
The Principal and Assistant Principals work together to conduct walk-throughs and formal observations, collaborating at least weekly to discuss professional development and coaching needs based on the data collected in the walk-throughs and observations.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Principal works collaboratively with the School Advisory Council (SAC), the School-Based Leadership Team (SBLT) and the Literacy Leadership Team (LLT) to conduct a series of needs assessments each year. The SAC meets monthly, the SBLT meets bi-monthly and the LLT meets as needed. The priorities of our School Improvement Plan are based on school-wide assessment data. All available resources are utilized in order to meet the needs of all students and to maximize desired student outcomes. Teachers are encouraged to participate in district provided in-services and training and we utilize our own staff whenever possible to provide training when there is an area of expertise noted. The administrative team provides professional development, professional learning communities and grade level PS/RtI data chats. WWK8 does not receive Title I funds, nor does it have any instructional coaches available. The Elementary Assistant is in charge of all RtI/MTSS interventions and training so as to ensure that these needs are being met. In order to engage in problem-solving activities to insure that resources are utilized to have the greatest impact, the Principal meets with SAC once a month (total of eight meetings), with the administrative team on a weekly basis and the SBLT twice a month.
WWK8 houses our bank of research-based resources in our media center and they are inventoried through Alexandria and made readily available to instructional staff. The Principal gathers input from teachers at the end of each school year about resources that they need for the next school year.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Janet Cerro	Principal
Melissa Isaksen	Teacher
Misty Laushot	Teacher
Michelle Sais-Hildebrandt	Teacher
Laura Santiago	Teacher
Jennifer Bronhard	Parent
Kelly Brown	Parent
Shannon Hull	Parent
Linda Jorgensen	Parent
Teri Lawson	Parent
Jess Maeder	Parent
Kimberly Parrino	Parent
Greg Sheldon	Parent
Sharony Sheldon	Parent
Elaine Underwood	Parent
Sonia Valentin	Parent
Elizabeth Marion	Teacher
Jennifer Bigger	Parent
Shaun Hull	Parent
Christine Blevins	Parent
Lisa Garrison	Parent
Norma Gariepy	Education Support Employee
Debbie Jensen	Education Support Employee
Terry Ovsianik	Education Support Employee
Cheryl Schurect	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Throughout the school year the principal provides updates to SAC about the school's progress toward meeting the SIP goals. At the end of the school year, the principal reviews student achievement data with SAC and shares information about parent and teacher survey data. The principal requests input from SAC throughout the year regarding the effectiveness and completion of SIP goals. At the beginning of each school year, the principal provides SAC parents with a summary of the proposed SIP Goals and strategies and requests their input.

Development of this school improvement plan

The principal shares school-wide data, as well as the templates for the School Improvement Plan, with SAC members. Input is solicited regarding the goals, barriers and strategies that are unique to Winding Waters K8. The SIP Input worksheet is shared to gather as much input as possible from all

stakeholders. This input is combined with input provided by teachers through their Team Leaders and the leadership team in order to create a SIP that is inclusive of as many parents, teachers and community members as possible.

Preparation of the school's annual budget and plan

The principal prepares the budget based on input from teachers, staff, parents and priorities set by the district. The SAC supports the school's initiatives to increase student achievement by reviewing the annual SAC budget to determine the best way to allocate funds for certain projects. The principal maintains a list of needed resources that are not funded by district money so as to insure that priorities are met if money is made available.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Child Care for SAC meeting - Budgeted $293
Envelopes for SAC Parent Survey - $23
Counseling Resources for Guidance Department - $160

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
Cerro, Janet	Principal
Marion, Liz	Instructional Media
Arnold, Heather	Teacher, K-12
Fremer, Bobbi	Teacher, K-12
Minichino, Jillian	Assistant Principal
Laushot, Misty	Teacher, K-12
Maeder, Tracy	Teacher, K-12
Achatz, Jessica	Teacher, K-12
Demaris, Sue	Teacher, K-12
Sather, Theresa	Teacher, K-12
Kronenfeld, Jennifer	Teacher, K-12
Hogan, Renee	Teacher, K-12
Torres, Debbie	Teacher, K-12
Brannan, Angela	Teacher, K-12
Bourne, Lauren	Teacher, K-12
Rosenzweig, Jennifer	Teacher, K-12
Kallnischkies, Terri	Teacher, ESE
Blumengarten, Neil	Teacher, K-12
DeArmas, Jennifer	Teacher, K-12
Ovsianik, Terry	Paraprofessional
Schurecht, Cheryl	Paraprofessional

Duties

Describe how the LLT promotes literacy within the school

The Reading Leadership Team will:
• Engage in regular, ongoing, literacy professional development
• Participate in Professional Learning Communities and Study Groups
• Use data to analyze the effectiveness of instruction and redesign instruction and resources to meet the
student's instructional and intervention needs
• Participate in ongoing literacy dialogues with peers
• Create and share activities designed to promote literacy
• Support and participate in classroom research
• Support and participate in classroom demonstrations and modeling of research-based reading strategies
• Reflect on practice to improve instruction
The WWK8 Literacy Leadership Team Initiatives to promote literacy within the school:
1. Build a strong team of volunteers willing to set goals and plan a year-long focus calendar of activities and events.
– Conducted an initial LLT meeting.
– Formulated LLT Goals:
Goal #1 – Include literacy across the curriculum.
Goal #2 – Focus on school-wide literacy through activities and events.

– Plan a year-long focus calendar of activities and events.

2. Make literacy fun by promoting all forms of literacy, including thinking outside the reading block.

Classroom Activities

• Promote reading for enjoyment

– Read-Alouds

– Classroom Discussions

– Promoting the Reading Counts Program

Staff Activities

• Sharing best practices

• Book Clubs

• Discussion of Professional Articles

– Follow-up classroom activities

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Positive working relationships between teachers are encouraged, including collaborative planning and instruction. All grade level teams have daily common planning time. Teachers collaborate weekly with grade level teams or subject area teams to unpack standards and align instructional practices and strategies with learning outcomes. Team building activities continue to be part of faculty and team meetings. Cross grade level teams were formed (Buzzies) in an effort to reduce teacher isolation and to foster collegiality. Many of our classrooms involve co-teaching situations which foster collaboration and teamwork. In addition, new teachers are assigned a school-based mentor. An Organizing to Lead (OTL) group has been formed to increase teacher leadership through interest-based decision making.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The Principal is responsible for increasing teacher morale through strong communication, collaborative decision-making, and team building; increasing administrative presence in the classrooms, with frequent feedback and coaching; increasing professional development to promote continuous job-embedded professional growth; establishing a strong support system with mentoring for teachers new to the school and offering Teacher as Leader opportunities. All applicants for positions are screened through the Human Resources Department to ensure "highly qualified" status.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

The WWK8 Elementary Assistant serves as the Lead Mentor and works closely with the Teacher Support Specialist from the district office to insure that all teachers feel supported and get any assistance required. The Lead Mentor was chosen based on strong evaluation data. Mentoring pairings are based on grade level and curricular similarities as well as area of expertise. The mentors/mentees will participate in meetings to review any topics that support positive on-going relationships. Regular meeting topics include the roles of school personnel - where to get help, the use of instructional technology, the Danielson evaluation model and specifics of each domain, and communication with parents. Teachers in the mentoring program will participate in observing model classrooms to improve their teaching practice.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The District provides each grade level with Curriculum Maps that are aligned with the Florida Standards. Each teacher has been provided direction on how to access the Curriculum Maps via Single Sign-on. Teachers have been instructed on how to examine and utilize the student learning progressions to meet the needs of our students with with Florida Standards and continue to raise the rigor in lessons. The District has provided training for all instructional personnel regarding core curriculum. Teachers and administration regularly meet to review formative and summative data and best practices to improve student achievement in identified standards of weakness.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Data analysis meetings are held with grade level teams and individual teachers. Teachers analyze their student data to determine the differentiated levels of small group instruction. Teachers adjust their instruction according to student performance data. Each grade level team uses common assessments to determine possible deficiencies and meets as a grade level to discuss strategies for improvement and increase in rigor on identified areas of weakness. Teachers engage in common planning to collaboratively lesson plan and specifically target the lowest quartile students' needs and map out enrichment for the higher achieving group of students. Grade level teams meet to review assessment data and common assessments to revise instruction to better align with the rigorous Florida Standards expectations. In addition, teacher/student data chats occur regularly to review individual student data, progress, student-set goals and areas in need of improvement. SBLT meetings are held to review school level data and discuss connections to our SIP goals with respect to implemented school wide initiatives and student progress. Selected grade level teams and departments will create Smart Goals to monitor student progress quarterly using a continuous improvement cycle format.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Before School Program

Minutes added to school year: 0

Funds are not available to offer any of the strategy types listed above.

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

WWK8 currently has a Pre-K ESE unit that facilitates the transition for students with special needs from FDLRS into the school system starting at age 3. Identified students are staffed into the program and provided a variety of supports to work on transitioning into a regular classroom in Kindergarten. Toward the end of the school year, Pre-K students visit Kindergarten classrooms to acclimate to kindergarten routines in an effort to prepare for transition.

WWK8 facilitates two Kindergarten Round-Up sessions (one morning and one evening) in May to pre-screen Kindergarten candidates, introduce Kindergarten teachers and share curriculum expectations. Fifth grade students transitioning into our middle school attend a transition assembly where the Principal shares what middle school looks like, changes that affect students and choices offered for electives. Students are given elective menus to pick what they would like in their schedule for the following year. Middle school students share the student views of middle school and important information for social transition. Students then follow a mock sixth grade schedule for the remainder of the day to afford them the opportunity to meet the middle school teachers, become familiar with how schedules work and allow them to ask questions.

Students are invited to tour the high school campus and come to a Freshman Orientation to learn about class selection, high school options and career clusters.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

NA

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

NA

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NA

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

.

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

 1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   To increase student performance through the implementation of the Model Classroom Best Practices.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To increase student performance through the implementation of the Model Classroom Best Practices.
`1a`

🔑 G072918

Targets Supported `1b`

Indicator	Annual Target
AMO Math - All Students	
ELA/Reading Lowest 25% Gains	70.0

Resources Available to Support the Goal `2`

- Assessment Coordinator

- District Professional Development

- State and Common Assessments

- Performance Matters

- New Teacher Mentor Program

- MTSS Coordinator

- Site-based Professional Development

Targeted Barriers to Achieving the Goal `3`

- Not all professional staff have been trained in Model Classroom Best Practices

Plan to Monitor Progress Toward G1. `8`

Collection of team meeting minutes, administrative walk-throughs during instructional time and monitoring of student performance data.

Person Responsible
Janet Cerro

Schedule
Monthly, from 9/28/2015 to 4/29/2016

Evidence of Completion
Team meeting minutes, informal administrative fidelity checks, collection of grade level/subject area student performance data.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. To increase student performance through the implementation of the Model Classroom Best Practices. 1

🔑 G072918

G1.B1 Not all professional staff have been trained in Model Classroom Best Practices 2

🔑 B190382

G1.B1.S1 Elementary and Middle School professional development opportunities will focus on Model Classroom Best Practices. 4

🔑 S201788

Strategy Rationale

There is a need for professional development that focuses on rigorous, standards driven instruction.

Action Step 1 5

Create a professional development schedule for all instructional staff.

Person Responsible

Laurie Pellito

Schedule

Monthly, from 10/6/2015 to 5/13/2016

Evidence of Completion

Master Calendar will reflect professional development schedule.

Action Step 2 5

Define the academic deficiency in student performance by grade level/departments.

Person Responsible

Jennifer DeArmas

Schedule

Monthly, from 10/1/2015 to 5/2/2016

Evidence of Completion

State, district and local data will be collected and tracked by classroom teachers and the School Based Leadership Team bimonthly.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

A fidelity check will be done during a Leadership Team meeting as part of the Mid-Year Reflection Process.

Person Responsible

Laurie Pellito

Schedule

On 2/10/2016

Evidence of Completion

The Master Calendar will be reviewed to insure that meetings/trainings were held. The Assessment Teacher will analyze pertinent data and the Principal will review progress made on building ambitious teaching methods.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Plans will be put in place to ensure that professional development activities are embedded in the 2016-2017 master schedule.

Person Responsible

Janet Cerro

Schedule

On 5/27/2016

Evidence of Completion

Drafts of 2016-2017 master schedule for elementary and middle school.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Create a professional development schedule for all instructional staff.	Pellito, Laurie	10/6/2015	Master Calendar will reflect professional development schedule.	5/13/2016 monthly
G1.B1.S1.A2	Define the academic deficiency in student performance by grade level/ departments.	DeArmas, Jennifer	10/1/2015	State, district and local data will be collected and tracked by classroom teachers and the School Based Leadership Team bimonthly.	5/2/2016 monthly
G1.MA1	Collection of team meeting minutes, administrative walk-throughs during instructional time and monitoring of student performance data.	Cerro, Janet	9/28/2015	Team meeting minutes, informal administrative fidelity checks, collection of grade level/subject area student performance data.	4/29/2016 monthly
G1.B1.S1.MA1	Plans will be put in place to ensure that professional development activities are embedded in the 2016-2017 master schedule.	Cerro, Janet	4/25/2016	Drafts of 2016-2017 master schedule for elementary and middle school.	5/27/2016 one-time
G1.B1.S1.MA1	A fidelity check will be done during a Leadership Team meeting as part of the Mid-Year Reflection Process.	Pellito, Laurie	2/10/2016	The Master Calendar will be reviewed to insure that meetings/trainings were held. The Assessment Teacher will analyze pertinent data and the Principal will review progress made on building ambitious teaching methods.	2/10/2016 one-time

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

		Budget Data	
1	G1.B1.S1.A1	Create a professional development schedule for all instructional staff.	$0.00
2	G1.B1.S1.A2	Define the academic deficiency in student performance by grade level/departments.	$0.00
		Total:	**$0.00**