

Orange County Public Schools

# Windermere Elementary



2015-16 School Improvement Plan

## Windermere Elementary

11125 PARK AVE, Windermere, FL 34786

[www.ocps.net/lc/west/ewd](http://www.ocps.net/lc/west/ewd)

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	No	12%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	26%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	A*	A	A	A

*\*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 is pending approval by the Orange County School Board.

### 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>.

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## 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	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

To lead our students to success with the support and involvement of families and the community

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

To be the top producer of successful students in the nation

#### School Environment

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

We provide professional development during pre-planning and in the month of September on Conscious Discipline, which focuses on creating a school family and establishing positive relationships. Our school-wide behavior team creates incentives to highlight positive behavior on campus.

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

Windermere Elementary fosters a positive school environment which teaches students essential character traits as well as essential problem solving strategies for our students. Before school students are greeted at all arrival locations by school staff. The supervision plan has two adults and several safety patrols at each location. Adults and patrols welcome students, greet them, and patrols escort K-1 grade students to their classrooms to ensure safety. During school all teachers follow the school-wide behavior expectations outlined by the behavior leadership team. Monthly character trait lessons are taught in the classroom and students are recognized on the morning announcements by the principal for displaying the character trait of the month. After school all students are walked to each of their dismissal locations by the classroom teacher. Dismissal is staggered by grade level to minimize traffic of students in the hallways and ensure safety. Each location has two or more adults as well as safety patrols to monitor students and ensure safety. Buses and daycare vans are held until a final call is made over the announcements to ensure all students have arrived at their dismissal location.

##### **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**

Windermere Elementary has school-wide expectations to build positive behavior on campus and a common language to be used by all staff. School-wide expectations are in place and followed for all activities in the classroom and everywhere on our campus. The behavior leadership team meets regularly to discuss positive behavior and develop video clips to review expectations on the morning announcements.

##### **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**

We refer students to the MTSS team if they are in need of social or emotional guidance. The MTSS team works closely with our school social worker to provide resources or any referrals to approved agencies for counseling. We have a guardian angel committee through our PTA that provides assistance for families in need and provides clothing, school supplies, field trip funds and other school related needs.

The behavior specialist provides social skills instruction daily to students in the Emotional Behavior Disorder (EBD) classes. The behavior specialist also assists general education teachers with the development of behavioral interventions, contracts and strategies.

### 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

Windermere Elementary has an established MTSS and Data meeting schedule to address concerns in learning gaps, behavior, and exclusionary factors affecting these areas such as attendance. For attendance rates below 90% the following procedures are followed: Teacher makes initial contact and call with parent discussing attendance concerns and offering any assistance from the school. The administration sends home the district letter outlining the unexcused absences after 5 to the parent or guardian. A child study meeting is scheduled with parent and social worker if attendance doesn't improve.

Students failing in ELA or Mathematics receive Tier II and Tier III interventions at the school. These students are also recommended for tutoring sessions after October on Tuesday and Thursday after school.

Students receiving a level 1 score receive Tier II and Tier III intervention. MTSS meetings are held regularly with the MTSS coach to discuss data, progress and change of intervention. Tier III intervention is provided by resource teachers after initial 6 weeks of intervention by the classroom teacher is collected.

#### 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	
Attendance below 90 percent	6	11	6	9	9	10	51
One or more suspensions	0	2	1	3	1	0	7
Course failure in ELA or Math	7	13	23	34	21	20	118
Level 1 on statewide assessment	0	0	0	0	0	0	

*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		
Students exhibiting two or more indicators		1	5	3	5	6	4	24

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

The MTSS team meets to discuss truancy and excessive tardiness with parents with the support of the school social worker.

MTSS meetings and Data meetings are used to review progress monitor and data of students that are identified as exhibiting two or more early warning indicators.

The ESE team under the direction of the behavior specialist meets to discuss frequent suspensions from students who are in our self-contained units. Behavior Plans are revised as needed to address referrals. These students receive daily social skills lesson, weekly counseling, and small group intense intervention in ELA and Math.

## 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**

Windermere Elementary works closely with families to build a positive relationship between school and home. We have a strong collaboration with our parent organizations and partner with them closely to involve and inform our parents of our school's mission and vision to ensure that all our students are successful. Some of our efforts to communicate and inform our parents of student growth include the following targets:

At least 85% attendance at Open House.

At least 85% attendance at Fall report card conferences.

At least 85% participation in grades K-2 for Pumpkin literacy night.

At least 85% participation in grades 3-5 in Science Fair night.

A school newsletter is sent out monthly to update parents on school events and curriculum updates.

The school messenger system is used to provide a weekly Sunday call to update parents and the School App is used to send alerts and daily reminders. The school website is kept updated and includes quick links to schedules and student and parent resources.

**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**

Windermere Elementary has a strong partnership with our community through our Partners In Education (PIE) program. We hold monthly spirit nights to engage our families with our community businesses. Each spirit night is designated to individual grade levels. Grade levels use proceeds from Spirit Nights to buy materials to enhance instruction.

The Windermere Police Department partners with our school to provide the MAGIC program to our 5th graders. They teach students essential problem solving skills as well as substance abuse awareness. Our Police Department also offers an Internet Safety Training to our 4th and 5th graders and their families. They cover cyber bullying and discuss safe use of social media.

Parents are encouraged to partner with the school to support academic achievement. Membership and volunteer opportunities for parents on our PTA, SAC, and Mustang Education Fund are encouraged. Parents are invited to attend Meet Your Teacher, Open House, Report Card Conference Night and

Assessment Night. School newsletters, School Messenger, the school website and the Windermere Elementary APP is used to provide current communication with parents.

## 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
Greer, Diana	Principal
Shaw, Susan	Instructional Coach
Ennis, Elizabeth	Other
Wellington-Trawick, Ethel	Assistant Principal
Diederich, Amy	Instructional Media
Gibbs, Marcy	Teacher, K-12

#### Duties

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

Diana Greer, Principal: Engages teachers in data analysis that results in the accurate interpretation of data and responsive planning. Closely monitors the intervention and enrichment programs in place in order to increase learning gains. Meets monthly with MTSS team to discuss the process and students in tier 2 and tier 3. Communicates MTSS process with parents and shares school-wide data.

Ethel Wellington-Trawick, Assistant Principal: In addition to assisting the principal with staff assessments she meets monthly with assigned teams to discuss progress monitoring and students in tier 2 and tier 3. Monitors MTSS behavior data and implementation of school-wide expectations.

Elizabeth Ennis, Staffing Coordinator: As part of the MTSS team she meets regularly with the MTSS coach to support teachers with the process and progress monitoring of tier 2 and tier 3 data.

Coordinates meetings with SLP and school psychologist to review data and provide recommendations. Closely monitors ELL students' progress and the accommodations of students with Section 504 plans or IEPs.

Betsy Shaw, Curriculum Resource Teacher: Provides resources and materials for teachers to use for targeted intervention skills. Assists teachers in printing progress monitoring data. Coordinates staff development on campus to support strategic goals. Assists teachers with instructional planning using technology tools.

Amy Diederich, Media Specialist: Responsible for overseeing media center and all digital curriculum on campus. Coordinates co-teaching opportunities with teachers to incorporate technology into project-based instruction. Conducts and monitors observations using the Technology Integration Matrix.

Marcy Gibbs, Compliance Teacher: Coordinates all ELL placement testing and CELLA testing. Closely monitors the progress of ELL students and provides tier 2 and tier 3 intervention to those students as needed.

#### ***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 MTSS process at Windermere Elementary is a comprehensive program. All teachers are trained on the process at the beginning of the school year. All tier 1 and tier 2 documentation is required to be kept by the classroom teacher and revisited every month during data meetings with pre and post intervention data. Tier 1 documentation requires six weeks of consistent core implementation.

At the conclusion of the six week window, the MTSS team convenes to discuss the successes and continued challenges students as it pertains to core instruction. Six weeks later, any student who continues in the MTSS process will be subject to a level 2 meeting in which the MTSS team will discuss the success and challenges of the student as it pertains to the interventions used in tier 2. Based on student data, the team will determine whether or not to proceed to tier 3 or continue with interventions that were successful in tier 2. After six weeks of tier 3 interventions, the MTSS team will reconvene to determine whether or not the combination of MTSS interventions at tiers 1, 2 and 3 have garnered the adequate catch-up growth or if additional services are viable. The Staffing Coordinator and VE teacher serve as leads for our MTSS process.

Windermere Elementary will use Supplemental Academic Instruction funds to offer after school tutoring in reading and math on Tuesdays and Thursdays from October until April. Each session will be split into 45 minute blocks. We will utilize Florida Common Core workbooks for our struggling students in reading and math in 3rd-5th grade.

Windermere Elementary will provide professional development utilizing general funds. Curriculum Associates will provide a consultant for a follow-up session to a previous summer training for the i-Ready program. This training will focus on disaggregating data to differentiate instruction in small groups and how to deconstruct the Florida Standards. The consultant will provide training on skill based lessons to meet individual student needs.

### **School Advisory Council (SAC)**

#### **Membership:**

Name	Stakeholder Group
Diana Greer	Principal
Jennifer Abel	Teacher
Alyssa Dillon	Teacher
Susan Ott	Teacher
Stephanie Horvath	Teacher
Sharon Chandler	Teacher
Vicky Wise	Education Support Employee
Judy Paulsen	Parent
Christine Crenshaw	Parent
Greg Kelley	Parent
Marnita Fry	Parent
Rebecca Schwaeble	Parent
Michael Rossi	Parent
Gary Bruhn	Business/Community
Theresa Myers	Business/Community
Shane May	Teacher
Jessica Lund	Parent
Elisabetta Valesi	Parent
Kevin Maxson	Parent

### 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*

The SAC meet on a monthly basis to review and monitor the the implementation of the 2015-16 School Improvement Plan.

*Development of this school improvement plan*

The school data was shared with the committee during the first meeting of the school year. The data was analyzed, reviewed, and two draft goals were presented. When reviewing the past years change in the rigorous standards and the delivery of ELA the SAC gave recommendations to use some of the SIP funds to provide training and substitutes for teachers to create formative assessments that meet the level of rigor in the standards.

*Preparation of the school's annual budget and plan*

The SAC team meets on a monthly basis to discuss the use of budget funds to support the School Improvement goals.

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

i-Ready Diagnostic Training for reading and math \$1,400.00  
 Cost of substitutes for teachers to attend i-Ready training \$800.00

Planning day for Core Connections Planning for teachers \$800.00  
Total= \$3,000.00

**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
Diederich, Amy	Instructional Media
Shaw, Susan	Instructional Coach
Andrews, Stacy	Teacher, K-12
Beavin, Stacey	Teacher, K-12
Ruhle, Cherie	Teacher, K-12
Williams, Linda	Teacher, K-12
Lynn, Susan	Teacher, K-12
Meyers, Kathleen	Teacher, K-12

#### Duties

##### **Describe how the LLT promotes literacy within the school**

The major initiatives of the Literacy Leadership Team will be to provide instructional support and resources to the increased levels of rigor as we teach the Florida State Standards with fidelity. We will work to support instruction using the Journey's ELA/Reading core aligned series. Additionally, we will continue to provide resources and professional development for our school-wide writing implementation of Core Connections and resources for fundamental writing instruction with Write From the Beginning mentors to their peers where rigorous reading/ELA lessons can be observed. We will also work to enhance the Accelerated Reader program at our school by becoming experts on all of the various technology components that the program has to offer. We will then provide tutorials for the instructional staff. Finally, we will work to continue professional development on the i-Ready computer adaptive program for reading and math.

#### 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**

Common planning time is provided for each grade level to encourage collaborative lesson planning and instruction. Administration conducts monthly data meetings to discuss progress monitoring and effective adjustments to plans to meet the needs of students. Common teams meet monthly in PLCs to discuss SMART goals and determine learning targets for deficit skills. Professional development is provided twice a month. Teachers meet in vertical teams during select professional development to facilitate collaboration between grade levels.

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

All instructional applicants are pre-qualified by the school district as highly qualified before they are called for an interview.

Responsible: Principal/Assistant Principal-Diana Greer/ Ethel Wellington-Trawick

All teachers participate and contribute to Professional Learning Communities (PLCs), focusing on student achievement and professional development.

Responsible: Principal/Assistant Principal-Diana Greer/ Ethel Wellington-Trawick

All new teachers are assigned to a mentor and take part in the school induction program for support and mentoring.

Responsible: Instructional Coach/Susan Shaw

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

Our school's mentoring program includes induction meetings, Clinical Education Class, classroom management overviews, lesson plan guides, technology assistance, weekly meetings with the mentees. The rationale for pairing teachers is to establish collaboration. Experienced teachers are paired with new teachers to provide support of school and district initiatives.

## 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 has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

#### 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***

The leadership team will meet monthly to analyze data and discuss curriculum adjustments from progress monitoring results. The MTSS team will meet weekly to analyze tier 2 and tier 3 data. The instructional coach will use data to meet with teachers and support differentiated materials for the classroom. Extended day tutoring will be implemented in reading and math from October to April.

***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:** Extended School Day

**Minutes added to school year:** 1,760

Windermere Elementary will offer after school tutoring in reading and math, twice a week from October until April. Each session will be split into 45 minute blocks. We will utilize Florida Common Core materials, i-Ready computer adaptive program, and small group instruction for students in our lowest 30% in reading and math in 3rd-5th grade.

### **Strategy Rationale**

Student data revealed that this group of students is performing below grade level proficiency levels. The extended time in reading and math should help close the gap in performance for these students.

### **Strategy Purpose(s)**

- Core Academic Instruction

### **Person(s) responsible for monitoring implementation of the strategy**

Greer, Diana, diana.greer@ocps.net

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

Formative assessments, SRI lexile assessments, SMI quantile assessments, and i-Ready diagnostic test results will be used to monitor the effectiveness of after school tutoring.

## **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**

In the Spring of each year, parents of incoming kindergarten students are able to register for the upcoming school year during Kindergarten Round Up. Parents are provided with a Kindergarten Readiness Handbook at registration describing the program and readiness skills. A special Kindergarten Meet the Teacher luncheon is provided for new kindergartners and parents the Thursday before school starts. An overview of school programs and parent organizations such as PTA, SAC and The Mustang Education Fund is presented. 5th grade students visit feeder middle schools each spring during the school day to tour the campus and learn about available programs. Middle school counselors visit Windermere to talk to students and discuss course requirements and electives.

### **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**

Windermere Elementary participates in Destination College in grades 3-5. Students are instructed in organizational activities and strategies that will help them experience success at the secondary level. Windermere Elementary participates in Teach-In during the month of November where guests speak to students about their careers.

School-wide college and career awareness is emphasized through college jersey days. Expected

graduation dates are displayed in all hallways. Teachers also display their personal college memorabilia outside their classrooms.

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

We provide opportunities during the instructional day for students to read non-fiction texts about their community, local and state government and world and national history. This prepares our students for the knowledge and skills necessary to enter the career and technical fields.

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

Through rigorous course work we ensure that all students leave Windermere with foundational academic skills necessary to be successful in the future.

**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**

N/A

## 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:

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#### 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.** Increase competence of students by effectively implementing the strategies aligned to the Technology Integration Matrix. (Division Priority: Ensure Career and Career Readiness)
  
- G2.** Teachers will improve the use of data based decision making to plan and deliver rigorous lessons, using the Instructional Framework. (Division Priority: Accelerate Student Performance)

## 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. Increase competence of students by effectively implementing the strategies aligned to the Technology Integration Matrix. (Division Priority: Ensure Career and Career Readiness) 1a**

G072929

**Targets Supported 1b**

Indicator	Annual Target
AMO Reading - All Students	88.0
AMO Math - All Students	88.0

**Resources Available to Support the Goal 2**

- Edmodo
- Google Drive
- HMH Digital Resources
- TIM Matrix

**Targeted Barriers to Achieving the Goal 3**

- Students struggle to deepen understanding when collaborating with peers.

**Plan to Monitor Progress Toward G1. 8**

Teacher will collect data on each standard on a bi monthly basis to determine if the project based learning tasks are effective.

**Person Responsible**

Amy Diederich

**Schedule**

Quarterly, from 9/7/2015 to 6/2/2016

**Evidence of Completion**

Weekly assessments, standardized assessments and i-Ready data will be used to analyze whether the project based learning task was effective in teaching the standard.

**G2.** Teachers will improve the use of data based decision making to plan and deliver rigorous lessons, using the Instructional Framework. (Division Priority: Accelerate Student Performance) 1a

G072930

**Targets Supported** 1b

Indicator	Annual Target
AMO Reading - All Students	88.0
AMO Math - All Students	88.0

**Resources Available to Support the Goal** 2

- Journeys Reading Series
- Performance Matters
- Instructional Framework
- Test Item Specs
- Formative Assessments (DRA, SRI, SMI)
- Thinking Maps
- i-Ready

**Targeted Barriers to Achieving the Goal** 3

- Teachers have limited understanding of analyzing and disaggregating data to drive instruction.

**Plan to Monitor Progress Toward G2.** 8

Student progress will be monitored to ensure that students make learning gains and rigorous instruction across all grade levels. Learning goals and scales will be incorporated in all grade levels and include standard based instruction.

**Person Responsible**

Diana Greer

**Schedule**

Monthly, from 9/21/2015 to 6/3/2016

**Evidence of Completion**

Data meetings, formative and summative assessment results, i-Ready diagnostic tools will be used throughout the year to determine progress toward our goal. Lesson plans will be monitored to ensure rigor is embedded. MTSS meeting notes will be reviewed to ensure differentiate support for students is provided.

## 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.** Increase competence of students by effectively implementing the strategies aligned to the Technology Integration Matrix. (Division Priority: Ensure Career and Career Readiness) **1**

 G072929

**G1.B1** Students struggle to deepen understanding when collaborating with peers. **2**

 B190414

**G1.B1.S1** Provide professional development in effectively facilitating collaboration using technology as a means of deepening understanding. **4**

 S201830

### Strategy Rationale

Classroom observation data shows that teachers lack effective strategies in using technology as a collaboration tool with students.

### Action Step 1 **5**

Provide professional development in project based learning as a means of facilitating rigorous collaboration through technology.

#### Person Responsible

Amy Diederich

#### Schedule

Every 2 Months, from 9/7/2015 to 6/2/2016

#### Evidence of Completion

Observed use of students collaboratively engaged in project based learning through technology.

### Action Step 2 5

Provide common planning to develop project based lessons for 4th and 5th grade teachers.

**Person Responsible**

Amy Diederich

**Schedule**

Monthly, from 9/7/2015 to 6/2/2016

**Evidence of Completion**

Developed project based lesson plans submitted on share point by 4th and 5th grade teams.

### Action Step 3 5

Provide time for teachers to conduct peer observations on teachers who incorporate technology effectively during their instructional delivery.

**Person Responsible**

Diana Greer

**Schedule**

Biweekly, from 10/5/2015 to 6/8/2016

**Evidence of Completion**

Peer observation schedule and i-Observation data/feedback to teachers

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

Monitoring of rigorous lessons that are deepening knowledge and understanding through collaboration with technology during i-Observations.

**Person Responsible**

Diana Greer

**Schedule**

Every 2 Months, from 9/7/2015 to 6/2/2016

**Evidence of Completion**

Technology Integration Matrix observation data showing collaborative use of technology by the principal and the media specialist.

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

Monitor the effectiveness of collaboration through technology by analyzing unit assessments on the specific standards that the project based learning task was addressing.

**Person Responsible**

Amy Diederich

**Schedule**

Quarterly, from 9/7/2015 to 6/2/2016

**Evidence of Completion**

Teachers and media specialist will meet to analyze standards assessments and how students performed after the project based learning tasks.

**G2.** Teachers will improve the use of data based decision making to plan and deliver rigorous lessons, using the Instructional Framework. (Division Priority: Accelerate Student Performance) 1

 G072930

**G2.B1** Teachers have limited understanding of analyzing and disaggregating data to drive instruction. 2

 B190416

**G2.B1.S1** Provide professional development on disaggregating data and utilizing this to drive their instruction. 4

 S201832

**Strategy Rationale**

The data indicates the need for teachers to understand how to disaggregate the data and use this to deliver instruction.

**Action Step 1 5**

Provide direct professional development and coaching support to teachers on disaggregating data.

**Person Responsible**

Diana Greer

**Schedule**

Every 6 Weeks, from 8/31/2015 to 6/3/2016

**Evidence of Completion**

Assessment data

### Action Step 2 5

Analyze data effectively; monthly data meetings.

**Person Responsible**

Diana Greer

**Schedule**

Monthly, from 8/24/2015 to 6/3/2016

***Evidence of Completion***

PLC notes from common planning meetings.

### Action Step 3 5

Implement a monthly monitoring plan; leadership team to walk, collaborate, calibrate, and quantify walks as it relates to data driven instructional delivery.

**Person Responsible**

Diana Greer

**Schedule**

Weekly, from 10/5/2015 to 6/8/2016

***Evidence of Completion***

i-Observation data/feedback, lesson plans, monitoring plan

### Action Step 4 5

Provide teachers with opportunities to participate in peer observations and reflect on data driven instructional practices, with follow-up coaching support.

**Person Responsible**

Diana Greer

**Schedule**

Biweekly, from 10/19/2015 to 6/8/2016

***Evidence of Completion***

peer observation schedule and peer reflection logs

**Plan to Monitor Fidelity of Implementation of G2.B1.S1 6**

During i-Observation, data will be collected and feedback to teachers on differentiated instruction will be provided. Data meeting notes and formative assessment data will be reviewed.

**Person Responsible**

Diana Greer

**Schedule**

Weekly, from 9/21/2015 to 6/3/2016

**Evidence of Completion**

Assessment data, i-Ready progress monitor reports

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7**

During observations, teachers will incorporate data based decisions to drive their instruction.

**Person Responsible**

Diana Greer

**Schedule**

Weekly, from 9/21/2015 to 6/3/2016

**Evidence of Completion**

i-Ready reports, formative and summative assessment data

**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	Provide professional development in project based learning as a means of facilitating rigorous collaboration through technology.	Diederich, Amy	9/7/2015	Observed use of students collaboratively engaged in project based learning through technology.	6/2/2016 every-2-months
G2.B1.S1.A1	Provide direct professional development and coaching support to teachers on disaggregating data.	Greer, Diana	8/31/2015	Assessment data	6/3/2016 every-6-weeks
G1.B1.S1.A2	Provide common planning to develop project based lessons for 4th and 5th grade teachers.	Diederich, Amy	9/7/2015	Developed project based lesson plans submitted on share point by 4th and 5th grade teams.	6/2/2016 monthly
G2.B1.S1.A2	Analyze data effectively; monthly data meetings.	Greer, Diana	8/24/2015	PLC notes from common planning meetings.	6/3/2016 monthly
G1.B1.S1.A3	Provide time for teachers to conduct peer observations on teachers who	Greer, Diana	10/5/2015	Peer observation schedule and i-Observation data/feedback to teachers	6/8/2016 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
	incorporate technology effectively during their instructional delivery.				
G2.B1.S1.A3	Implement a monthly monitoring plan; leadership team to walk, collaborate, calibrate, and quantify walks as it relates to data driven instructional delivery.	Greer, Diana	10/5/2015	i-Observation data/feedback, lesson plans, monitoring plan	6/8/2016 weekly
G2.B1.S1.A4	Provide teachers with opportunities to participate in peer observations and reflect on data driven instructional practices, with follow-up coaching support.	Greer, Diana	10/19/2015	peer observation schedule and peer reflection logs	6/8/2016 biweekly
G1.MA1	Teacher will collect data on each standard on a bi monthly basis to determine if the project based learning tasks are effective.	Diederich, Amy	9/7/2015	Weekly assessments, standardized assessments and i-Ready data will be used to analyze whether the project based learning task was effective in teaching the standard.	6/2/2016 quarterly
G1.B1.S1.MA1	Monitor the effectiveness of collaboration through technology by analyzing unit assessments on the specific standards that the project based learning task was addressing.	Diederich, Amy	9/7/2015	Teachers and media specialist will meet to analyze standards assessments and how students performed after the project based learning tasks.	6/2/2016 quarterly
G1.B1.S1.MA1	Monitoring of rigorous lessons that are deepening knowledge and understanding through collaboration with technology during i-Observations.	Greer, Diana	9/7/2015	Technology Integration Matrix observation data showing collaborative use of technology by the principal and the media specialist.	6/2/2016 every-2-months
G2.MA1	Student progress will be monitored to ensure that students make learning gains and rigorous instruction across all grade levels. Learning goals and scales will be incorporated in all grade levels and include standard based instruction.	Greer, Diana	9/21/2015	Data meetings, formative and summative assessment results, i-Ready diagnostic tools will be used throughout the year to determine progress toward our goal. Lesson plans will be monitored to ensure rigor is embedded. MTSS meeting notes will be reviewed to ensure differentiate support for students is provided.	6/3/2016 monthly
G2.B1.S1.MA1	During observations, teachers will incorporate data based decisions to drive their instruction.	Greer, Diana	9/21/2015	i-Ready reports, formative and summative assessment data	6/3/2016 weekly
G2.B1.S1.MA1	During i-Observation, data will be collected and feedback to teachers on differentiated instruction will be provided. Data meeting notes and formative assessment data will be reviewed.	Greer, Diana	9/21/2015	Assessment data, i-Ready progress monitor reports	6/3/2016 weekly

## 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.*

**G1.** Increase competence of students by effectively implementing the strategies aligned to the Technology Integration Matrix. (Division Priority: Ensure Career and Career Readiness)

**G1.B1** Students struggle to deepen understanding when collaborating with peers.

**G1.B1.S1** Provide professional development in effectively facilitating collaboration using technology as a means of deepening understanding.

### PD Opportunity 1

Provide professional development in project based learning as a means of facilitating rigorous collaboration through technology.

#### Facilitator

Media Specialist, Digital Curriculum Teacher Leaders, District Personnel, Defined Stem Consultant

#### Participants

Instructional staff in fourth and fifth grade.

#### Schedule

Every 2 Months, from 9/7/2015 to 6/2/2016

**G2.** Teachers will improve the use of data based decision making to plan and deliver rigorous lessons, using the Instructional Framework. (Division Priority: Accelerate Student Performance)

**G2.B1** Teachers have limited understanding of analyzing and disaggregating data to drive instruction.

**G2.B1.S1** Provide professional development on disaggregating data and utilizing this to drive their instruction.

### PD Opportunity 1

Provide direct professional development and coaching support to teachers on disaggregating data.

#### Facilitator

Susan Shaw

#### Participants

All Teachers

#### Schedule

Every 6 Weeks, from 8/31/2015 to 6/3/2016

## Budget

### Budget Data

1	G1.B1.S1.A1	Provide professional development in project based learning as a means of facilitating rigorous collaboration through technology.	\$0.00			
2	G1.B1.S1.A2	Provide common planning to develop project based lessons for 4th and 5th grade teachers.	\$0.00			
3	G1.B1.S1.A3	Provide time for teachers to conduct peer observations on teachers who incorporate technology effectively during their instructional delivery.	\$0.00			
4	G2.B1.S1.A1	Provide direct professional development and coaching support to teachers on disaggregating data.	\$2,400.00			
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1231 - Windermere Elementary	School Improvement Funds		\$2,400.00
<i>Notes: Provide substitute funds to cover teacher coaching and professional development.</i>						
5	G2.B1.S1.A2	Analyze data effectively; monthly data meetings.	\$0.00			
6	G2.B1.S1.A3	Implement a monthly monitoring plan; leadership team to walk, collaborate, calibrate, and quantify walks as it relates to data driven instructional delivery.	\$0.00			
7	G2.B1.S1.A4	Provide teachers with opportunities to participate in peer observations and reflect on data driven instructional practices, with follow-up coaching support.	\$0.00			
<b>Total:</b>						<b>\$2,400.00</b>