Windy Hill Elementary School

2016-17 Schoolwide Improvement Plan

Windy Hill Elementary School

3831 FOREST BLVD, Jacksonville, FL 32246

http://www.duvalschools.org/windyhill

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	80%

School Grades History

Year	**2015-16**	**2014-15**	**2013-14**	**2012-13**
Grade	C	C*	D	F

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 Duval County School Board on 11/1/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Windy Hill Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of Windy Hill Elementary School is to grow leaders one child at a time.

b. Provide the school's vision statement.

The vision of Windy Hill Elementary School is to be a learning community. Everyone is expected to have high goals, work hard and achieve success.

2. School Environment

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

Windy Hill Elementary (WHE) is a very unique school because we service a highly diverse population of students including 106 active ELL students, and 55 ESE students. Our school services approximately 350 students from two low income apartment complexes, Southwind Villas and Anders Park. The locations offer after school homework support to students in an effort to enhance their reading and math skills. The programs are funded by "The Bridge of Northeast Florida."

Also, approximately 180 of our students reside in Countryside Village mobile home park, where the majority of the residents are Hispanic. In an effort to support our students and their families with academics, we have a partnership with "The MARC." The MARC is an education agency that provides tutoring for all grade levels in reading and math, access to computers, field trips, and other academic resources. An education liaison meets with teachers and administrators bi-weekly to collaborate about homework support, upcoming activities and to help strengthen relationships between school and the community. Several teachers from WHE visit Countryside Village on a weekly basis to work as tutors and volunteers.

Windy Hill Elementary has three ESOL paraprofessionals who offer academic and behavioral support to our ESOL students throughout the school day and one Spanish speaking office assistant who translates for our parents when they call or visit our campus. The staff has committed to supporting all students so each month WHE hosts an ESOL parent night to help educate parents on various topics. Also, bilingual guest speakers are invited to the meetings to give presentations on topics such as immunization, how to obtain community resources, and technology. Our staff encourages parents to visit our campus during the day to utilize our parent resources such as Rosetta Stone, the Focus portal, and the parent resource center.

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

Students are welcomed each morning by faculty and staff who are disbursed throughout our campus. Students are often greeted by name in order to establish strong relationships with students and families. Students are often greeted using the 3 H strategy (high five, hug or handshake).

Kindergarten students report directly to Harris Hall while students in grades 1 and 2 report immediately to their classroom wings. Students sit outside the classroom door and read silently with adult monitors supervising them. Students are supervised until they are escorted inside for breakfast.

Students in grades 3 through 5 report directly to the dining room for breakfast. Students sit at their assigned classroom tables and are monitored by the adults on duty.

All classroom doors are locked and students are unable to open the doors unless given permission from an adult/teacher. WHE has a full-time security guard who actively walks the campus checking to make sure doors are locked, gates are secured, and the campus is safe.

During the school day, teachers and administration informally talk and dine with students during their lunch period. Adults are able to make connections with students and continue to build positive relationships.

All visitors must sign in the main office and obtain a visitor's pass before visiting the classrooms, media center, dining room, or any other place on campus.

In August and January, the administrative team holds Code of Cooperation assemblies to discuss the student Code of Conduct and school expectations. Administrators place an emphasis on WHE simply being a safe and nurturing learning environment where violating the Code of Cooperation is not allowed in any way. The topic of bullying is addressed and clearly explained to avoid misunderstandings. Parents are invited to attend and receive the information discussed in the assembly.

Upon enrollment at WHE, all new students are introduced to the Principal, Assistant Principal, and Guidance Counselor to discuss our roles and our expectations. The WHE Guidance Counselor is introduced in the event the student has problems with his or her peers, academics, or any other personal issues.

At the end of each day, students encounter faculty and staff bidding them farewell with smiles, hugs and goodbyes. This is the expectation from the administrative team and is monitored.

c. 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.

Windy Hill Elementary utilizes CHAMPS as our school wide behavior system. In grades K-1 students move their clips when they do not display appropriate behaviors and grades 2-5 are utilizing a tracking system for not complying with the CHAMPS expectations set by classroom teachers. At the end of the week each student completes a behavior reflection form in order to reflect on their behavior for the week. Throughout the school day students are rewarded for their display of character based on the 7 Habits of Highly Effective Kids.

Our leadership magnet program allows students to earn "Success Bucks" for exhibiting appropriate behaviors. We have incorporated a new classroom management tool "Dojo" in an effort to strengthen communication between school and home. At the end of the day, students are wished farewell and encouraged to reflect on their day and record ways to improve.

d. 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.

Windy Hill Elementary has a full-time guidance counselor who visits classes daily. She also provides small group and individual counseling sessions as needed. Full Service Schools and River Region, are neighborhood agencies that provides counseling and family support for our most needy students. Mentoring services are also provided by Big Brothers and Big Sisters, Cross Roads United Methodist Church and Deutsche Bank.

3. 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).

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

Windy Hill Elementary will track and monitor students who have attendance issues 5 or more absences within a 9 week period.

Students who have been retained in 3rd grade due to FSA Reading

Students who were identified as the bottom quartile for FSA Reading

Students suspended one or more days

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

1. 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	9	10	11	12	
Attendance below 90 percent	0	5	5	3	10	8	0	0	0	0	0	0	0	31
One or more suspensions	0	2	3	5	6	5	0	0	0	0	0	0	0	21
Course failure in ELA or Math	0	6	8	6	0	0	0	0	0	0	0	0	0	20
Level 1 on statewide assessment	0	0	0	0	0	0	0	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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	3	4	6	4	3	0	0	0	0	0	0	0	20

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

Students who are exhibiting two or more early warning indicators will be tracked and monitored by our school guidance counselor to ensure that they are attending school on a consistent basis. (Attendance Intervention Meetings will be held for individuals missing multiple days.) Students will be enrolled in the before school tutoring program working directly with a Math/Reading Interventionist in order to provide additional practice on previously taught skills.

Students will attend school for an additional 60 minutes each day focusing on improving reading skills.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

Windy Hill Elementary will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of the Title I Program by holding regularly scheduled monthly SAC meetings. All parents will be invited to attend the meetings. The meetings will be announced via school website, parent newsletter, and School Parent Messenger (automated phone system). SAC has an important role of helping to develop the School Improvement Plan (SIP) and the Parental Involvement Plan (PIP) plan. Input from parents will be documented via surveys, sign-in sheets, notes and minutes of meetings. Parents will be able to view the completed plan via the school website. All communication will be translated to Spanish for the large population of ESOL students at Windy Hill. Interpreters are used on an as needed basis.

Windy Hill will plan and coordinate a variety of parent involvement activities at the least once per quarter in the form of "family night" and will offer these activities after school hours. The goal of these activities will be to to improve student academic achievement in all academic disciplines and school performance.

2. 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.

Windy Hill Elementary has established a strong faith-based partnership with Crossroad United Methodist Church who offers monetary support and mentoring for our students. Deutsche Bank and Big Brothers Big Sisters have also partnered with WHE in order to provide tutoring and mentoring to our students.

C. 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).

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Reddick, Calvin	Principal
Harris, Lecreshia	Assistant Principal

b. Duties

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

The team meets twice a month to engage in the following activities: Review universal screening data and link to instructional decisions. Review progress monitoring data at the grade level and classroom level to identify students who are meeting and/or exceeding benchmarks, at moderate risk, or at high risk for not meeting benchmarks. After pinpointing areas of weakness, the team outlines professional development opportunities for teachers. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation

Calvin Reddick, Principal
Mr. Reddick's vision and mission is demonstrated by the use of data driven instruction, implementation of school wide RTI, use of research based interventions and providing ongoing professional development for the faculty and staff. Analyzes academic/behavioral data and collaborates with district specialist and outside agencies to provide interventions and support for students who are performing at various "Tiers."

Lecreshia Harris, Assistant Principal
• Leads the RTI team, in conjunction with the school psychologist, in order to identify students who are deemed "at risk."
• Participates in behavior and academic data collection by tracking discipline referrals and offers professional development for the faculty to develop interventions and strategies to help improve overall classroom behavior.
• Continuously evaluates content standards, analyzes data to make instructional decisions and actively leads and participates in professional development opportunities.

Kathryn Kelly, Reading Coach
• Supports teachers as they enhance their content knowledge and instructional practices.
• Researches and presents technology necessary to manage and display data; provides professional development and technical support to teachers and staff regarding data management and instructional purposes.
• Assists teachers to develop instructional strategies that will help students use and continue to build their literacy skills through content learning.

Christina Oxendine, Math, Instructional Coach
• Leads professional development sessions for teachers to enhance their content knowledge and instructional practice.
• Supports and analyzes student assessment data.
• Assists teachers with instructional decisions based on assessment data.
• Provides support for classroom motivation and management strategies.
• Provides teacher resources related to instruction and curriculum.
• Models effective differentiated instruction.
• Works towards meeting district improvement goals.

2. 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 RtI Leadership Team will meet to develop the SIP goals. The Principal will meet with the School Advisory Council (SAC) Chair to set up an informational meetings to present and receive feedback on the SIP. The team will provide data on students who fall in Tiers 1, 2, and 3. The RtI team will also establish a process for identifying students who need academic and social/emotional support.

Individuals with Disabilities Education Act (IDEA): Supplemental instruction from ESE teachers will be discussed with parents during the development and maintenance of the students' Individual Education Plans (IEP.) Federal funds have been used to decrease class size by adding additional teachers. Additionally, a reading Interventionist has been hired to provide additional support to our most reluctant learners.

Title I, Part A

Title I funding at Windy Hill is used to fund teacher positions and student supplies. The funds directly support teachers and students with instruction.

Title I Parental Involvement Funds will be used to provide parents and community members with meaningful training and workshops on standards-based instruction each quarter on scheduled Family Connection Nights. Funds are utilized to purchase supplies and materials for parent take-home packets, food for events, and quality presenters. Teachers assist by preparing training materials and supplies for parents to take home and use with their children. Funding is also provided through Title I to provide on-site professional development and coaching by DCPS District Instructional Coaches to improve student achievement.

Windy Hill is fortunate to be part of the Sandalwood Full Service Schools program, which is funded by the United Way. Referrals are made to address the various needs of families. The BLAST program, Building Lives and Schools Together, is another resource available for parents to attend as an eight week program. Windy Hill also participates in community funded projects that are approved by the Duval County School District: Good Touch Bad Touch program, Red Ribbon Week, Character Education Program, Girls On the Run and "Don't Be A Bully" Program.

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Homeless students living in shelters in our attendance zone qualify for all Title 1 services offered at the school. Services including breakfast in the classroom (BIC), Free and Reduced lunch, and the opportunity to enroll in Kids of Distinction mentoring program, and the Big Brothers/ Big Sisters program.

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Our school-wide guidance program utilizes the Second Step Bully Prevention program provided by DCPS.

Nutrition Programs

Windy Hill participates in the Breakfast in the Classroom (BIC) and Community Eligibility Option (CEO Lunch) Programs. WHE meets the free and/or reduced population requirement by having 83% of our students eligible for the program.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Calvin Reddick Jr	Principal
Lecreshia Harris, Assistant Principal	Principal
Mary Rose	Business/Community
Ywana Allen	Business/Community
Nichelle Stone	Business/Community
Dennis Owens	Business/Community
James Hines	Business/Community
Robin Little	Parent
Melissa Van Asten	Parent
Twila Washington	Parent
Kathryn Kelly	Teacher
Angela Hancock	Teacher
Cary Jacob Allen	Student

b. Duties

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

a. Evaluation of last year's school improvement plan

After reviewing the 2015-16 SIP, all stakeholders have determined that many of the outlined goals were not met so several of the goals will reappear on the current SIP.

b. Development of this school improvement plan

The SAC facilitated ideas for the School Improvement Plan as well as strategies to increase student achievement. SAC members will be given a copy of the draft of the School Improvement Plan and be invited to help in finalizing the plan.

c. Preparation of the school's annual budget and plan

The SAC will provide suggestions in order to enhance the school budget process.

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

SAC provides guidance, support, and funding for various school initiatives. Our goal is to allow parents, teachers, community members, PTA and administrators to discuss common challenges and share innovative solutions. SAC is an inclusive, school-based organization open to all stakeholders. We are finding ways to help lead our children to successful lives in the 21st century by sharing ideas . Programs and initiatives that SAC supports are PTA and community meetings, student Incentives, Open House, and Family Connection Nights. SAC participates in planning and monitoring of the school building and grounds, initiating activities or programs that generate greater cooperation between the community and the school, reviewing the impact of property development and zoning changes in the vicinity of the school as they relate to safety, welfare and educational opportunities of the students, assisting in the preparation and evaluation of the School Improvement Plan required by Florida Statutes, and annually reviewing, amending or continuing such school improvement plan, assisting in the development of educational goals and objectives, assisting in the preparation of the

accreditation report, and performing other functions as requested by the principal.

Supports SIP goals through the purchase of additional materials, i.e. Foundations and classroom supplies
$ 135.00

K – 5th Planners / Agendas
$1,500.00

Total
$1635.00

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Reddick, Calvin	Principal
Oxendine, Christina	Instructional Coach
Harris, Lecreshia	Assistant Principal
Kelly, Kathryn	Teacher, ESE
Milner, Jasmine	Instructional Coach
O'Neal, Asia	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives of the LLT this year are:
• Increase reading performance and meet the 2016-17 reading targets
• Develop lesson plans that are focused and strategic to meet student needs
• Analyze student work and assessment data
• Meet with their PLC weekly for collaboration, problem-solving, sharing "what works,' discussing best practices, and analyzing fidelity of implementation
• Share research based practices and professional articles
• Provide coaching and modeling for faculty and staff working in the area of reading and writing
• Train on the proper use of data and assessments
• Reading Initiatives: Million Word Challenge, School Book Fairs, Literacy Night, quarterly recognition of students meeting the reading goal.

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

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

There are many strategies utilized to encourage positive working relationships between teachers. These strategies which are initiated through administration include: faculty and staff socials, ice breakers at the beginning of each workshop, recognition in the principal's weekly newsletter, and team building workshops such as school wide Covey Leadership training. Additionally, teachers and instructional coaches are given opportunities on a weekly basis for collaborative planning. Lastly, opportunities are given to teachers to participate in instructional rounds which allows teachers to observe other classrooms with the purpose of improving instruction and student achievement.

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

The administrative team Calvin Reddick Jr. and Lecreshia Harris along with academic coaches will interview potential candidates for teaching positions. The team will select individuals who will thrive within our learning community. After an individual is hired, he/she will be assigned a mentor teacher who will be responsible for meeting with the teacher at least once a week. An instructional coach will also provide professional development and support with instruction and resources.

A school-based Professional Development Facilitator (PDF) will meet with new teachers once a month in order to offer support with the new teacher (MINT) program. WHE Instructional Coaches and the PDF will provide on-going support to new teachers by modeling lessons, co-teaching, observing and offering feedback. New teachers will also participate in weekly collaborative grade level meetings with veteran teachers to review curriculum guides and develop lesson plans.

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

The MINT program is Windy Hill's mentoring program for teachers. Our program provides support for novice teachers, out of field teachers, and teachers that are new to grade levels. The MINT participants are updated with district and school based initiatives in a variety of ways that include: MINT website, newsletters, monthly meetings, and weekly interactions with mentors. MINT participants engage in a PDF monthly MINT learning session that focuses on identified areas of need. MINT participants have a chance to observe model teachers with a focus on identified challenges and Educator Accomplished Practices.

MINT participants complete mentor observation cycles in which they receive formative feedback and targeted coaching. Mentors are carefully selected based on the following criteria: successful completion of CET training and a rating of effective or highly effective on prior year performance evaluation. Other factors that are considered are subject/grade level, disposition/interpersonal skills, common planning, level of expertise, and area of need. Mentors are paired with participants by the professional development facilitators and administrators. This pairing is based on the level of support that is needed, grade level, subject area, and personality commonalities. The pairing of mentees with mentors in this fashion can ensure the relationship is based on trust and commitment to the achievement of our students. Mentors, play a major role in retaining teachers in the MINT program. In an effort to recruit and celebrate mentors, they are recognized for their role in the "Pinnacle" which is the Windy Hill weekly newsletter. Mentors and mentees alike are also acknowledged for their dedication by being named Leader of the Month. The overall goal of recognizing mentors and mentees is to build capacity and support developing teachers.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teachers meet weekly for common planning. During common planning sessions, teachers unpack standards, review test item specifications and curriculum guides in order to ensure that materials are aligned to Florida Standards.

b. Instructional Strategies

1. 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.

Windy Hill Elementary utilizes various data sets such as i-ready reports, Achieve 3000, Diagnostic Assessment and formative assessments. After collecting data, teachers will develop small guided groups and differentiated centers to address specific deficits and needs. Tier I students will be engaged in activities with books on or above their grade level. Some of these activities include but are not limited to the following: i-Ready, Achieve 3000, literature circles, FCRR activities, and chapter books. Tier 2 students receive small group instruction, i-Ready, Achieve 3000, and FCRR activities. Tier 3 students receive the same supports as Tier 2 students with an additional 30 minutes daily using Trial Teaching Strategies (TTS.) Additionally, school-based interventionists, paraprofessionals and ESE support facilitators push in and pull out to provide more intensive support as a result of the data.

2. 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: After School Program

Minutes added to school year: 7,680

Through the YMCA's Team-up program our students participate in daily academic core enrichment lessons. During the hour, students are engaged in reading, math, and science activities to improve student achievement. The activities include additional blended learning, small group instruction, and teacher modeling opportunities.

Strategy Rationale

When students participate in the extended reading hour, this opportunity helps to close reading gaps such as K-phonics, 1st-2nd vocabulary and 3rd-5th comprehending informational text.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Reddick, Calvin, reddickc@duvalschools.org

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

Blended learning and small group instruction data will be collected and analyzed by the teacher and administrative team in order to determine next steps.

Strategy: Before School Program

Minutes added to school year: 3,000

From October to March, the computer lab will be opened for targeted students to work on reading strategies through the use of blended learning programs. Students will have individually prescribed lessons each week. Utilizing the computer lab allows these students and their teachers individualized tutoring.

Strategy Rationale

When students participate in the extended reading hour, this opportunity helps to close reading gaps such as K-phonics, 1st-2nd vocabulary and 3rd-5th comprehending informational text.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Harris, Lecreshia, harrisl1@duvalschools.org

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

Blended learning data will be collected and analyzed by the teacher and administrative team in order to determine next steps.

2. Student Transition and Readiness

a. 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).

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

Voluntary Pre-Kindergarten is offered for 20 four year olds at Windy Hill Elementary. The program is taught by a highly qualified teacher with a full-time bi-lingual paraprofessional. The objectives for the program are comprehensive and provide a solid foundation for entry into basic kindergarten. Students experience hands on literacy activities that build pre-reading, oral expression and phonemic awareness skills. Math skills are enhanced through daily living activities that involve matching, sorting and counting.

Within the first 45 days of enrollment, kindergarten students are given two assessments: Florida Kindergarten Readiness Assessment (FLKRS) is designed to screen each child's level of readiness for kindergarten. FLKRS includes a subset of the Early Childhood Observation System (ECHOS) and the first two measures of the FAIR assessment for kindergarten (Letter Naming Fluency and Initial Sound Fluency). These assessments are used to gather information on a child's development in emergent literacy.

The results from these assessments are used to group students for differentiated instruction and to provide immediate intensive intervention. Outgoing fifth graders visit their respective middle schools during a field trip in the spring of the year so that they can gain first hand experiences of the new setting and expectations they will encounter. Additionally, our school hosts a Transition Family Night. The Transition Night is an opportunity for parents to obtain and discuss information regarding each child's options for middle school. This ensures that parents are well-informed of the expectations that

they have in grade six. The School Choice Expo sponsored by the district is advertised as an additional support for parents as they transition to middle school.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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. If Windy Hill Elementary teaches and models the Four Pillars of Excellent Instruction (Engagement, Understanding, Rigor Ownership) in Reading, Writing, Math, and Science so that teachers and students know what effective instruction looks and sounds like, then Windy Hill Elementary will increase student achievement by 5% in all testing areas.

G2. If Windy Hill Elementary utilizes all data effectively to differentiate instruction and consistently facilitates effective guided reading groups, then student achievement will increase proficiency in all content areas by 5%.

Strategic Goals Detail

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

G1. If Windy Hill Elementary teaches and models the Four Pillars of Excellent Instruction (Engagement, Understanding, Rigor Ownership) in Reading, Writing, Math, and Science so that teachers and students know what effective instruction looks and sounds like, then Windy Hill Elementary will increase student achievement by 5% in all testing areas. `1a`

🔍 `G086671`

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	68.0
AMO Math - All Students	69.0
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal `3`

- Unfamiliarity with Standards and Item Specifications as it relates to designing instruction

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Item Specifications

- Florida Standards LAFS, MAFS, NGSS

- Curriculum Guides

- Instructional Rounds

- i-Ready Teacher Toolbox

- Units of Study

- Duval Math/Duval Reads Curriculum

- Common Planning Facilitation Guide

- Achievement Level Descriptors

Plan to Monitor Progress Toward G1. `8`

Student progress to will be monitored by curriculum guides, i-Ready data, Achieve 3000, Module assessments and state assessments.

Person Responsible
Calvin Reddick

Schedule
Quarterly, from 8/10/2016 to 6/3/2017

Evidence of Completion
Florida State Assessment, I-Ready Reading and Math, Achieve 3000

G2. If Windy Hill Elementary utilizes all data effectively to differentiate instruction and consistently facilitates effective guided reading groups, then student achievement will increase proficiency in all content areas by 5%. 1a

🔍 G086672

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ED	71.0
AMO Reading - ELL	63.0
AMO Reading - African American	63.0
AMO Reading - Asian	90.0
AMO Reading - Hispanic	70.0
AMO Reading - White	79.0
AMO Reading - All Students	73.0

Targeted Barriers to Achieving the Goal 3

- Students who are reading and performing below grade level expectations

- Students who do not have a solid foundation in phonics and/or phonemic awareness

- Lack of critical thinking skills and limited vocabulary for all students, but especially ESE and ESOL

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Specialists

- School-based Coaches

- Professional Learning Communities

- MARC Countryside Learning Center

- Team Up After School Program

- After-school Tutoring

- Reading Interventionists

- Leveled Literacy Interventions for Small Group Instruction

- Teacher Toolbox

Plan to Monitor Progress Toward G2. 8

I-Ready, Curriculum Guide Assessments and Achieve 3000

Person Responsible
Calvin Reddick

Schedule
Quarterly, from 8/22/2016 to 5/26/2017

Evidence of Completion
Florida Standards Assessment results, I-Ready and Achieve 3000 data reports and Curriculum Guide Assessments

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. If Windy Hill Elementary teaches and models the Four Pillars of Excellent Instruction (Engagement, Understanding, Rigor Ownership) in Reading, Writing, Math, and Science so that teachers and students know what effective instruction looks and sounds like, then Windy Hill Elementary will increase student achievement by 5% in all testing areas. 1

🔑 G086671

G1.B1 Unfamiliarity with Standards and Item Specifications as it relates to designing instruction 2

🔑 B230384

G1.B1.S1 Teachers will participate in weekly common planning in which they use Language Arts Florida Standards, Math Florida Standards, Next Generation Science Standards and item specs to customize instructional materials in order to design rigorous instruction. Tasks include but are not limited to: interactive journal entries, short and extended responses, investigative reflections, differentiated instruction, and blended learning platforms. 4

🔑 S243046

Strategy Rationale

Familiarizing teachers with the standards and item specifications will allow teachers to leverage instructional materials to design lessons and activities that are aligned to the LAFS, MAFS, Next Generation Science Standards and Item Specifications.

Action Step 1 5

Windy Elementary will follow the district's Instructional Implementation Protocol, which includes designing Tier 1, 2 & 3 instruction based on the three-step common planning process.

Person Responsible

Calvin Reddick

Schedule

Weekly, from 8/10/2016 to 6/2/2017

Evidence of Completion

Lesson plans, differentiated instructional plans, small group lessons, and weekly common planning agendas

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

Administrators will participate in weekly common planning sessions and visit classrooms in order to ensure implementation is taking place.

Person Responsible

Calvin Reddick

Schedule

Weekly, from 8/10/2016 to 6/3/2017

Evidence of Completion

Pulse of Instruction Logs, common planning agendas, and sign-in sheets

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

Student achievement will be monitored by curriculum guides, i-Ready data, Achieve 3000, Module assessments and state assessments.

Person Responsible

Calvin Reddick

Schedule

Monthly, from 8/10/2016 to 6/3/2017

Evidence of Completion

Student Data from district and state assessments

G2. If Windy Hill Elementary utilizes all data effectively to differentiate instruction and consistently facilitates effective guided reading groups, then student achievement will increase proficiency in all content areas by 5%. `1`

🔑 G086672

G2.B1 Students who are reading and performing below grade level expectations `2`

🔑 B230385

G2.B1.S1 Teachers will utilize the Daily 5 framework to differentiate centers. `4`

🔑 S243047

Strategy Rationale

Providing explicit systematic instruction for students allows them to work on memory skills, asking and answering questions, and thinking critically, while providing many opportunities for feedback. Teachers will also be able to differentiate the instruction and support students in meeting the standards at their instructional level.

Action Step 1 `5`

Support teachers with differentiation of centers.

Person Responsible

Christina Oxendine

Schedule

Monthly, from 8/22/2016 to 5/29/2017

Evidence of Completion

Teachers will submit data-based plans to administrators, student work samples collected during centers, data chats to include how differentiation will take place, data sheets

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

Administrative team walk through

Person Responsible

Lecreshia Harris

Schedule

Daily, from 8/22/2016 to 5/29/2017

Evidence of Completion

Administrative notes and feedback

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

Walk through will be conducted by the administrative team and district specialist

Person Responsible

Lecreshia Harris

Schedule

Daily, from 8/22/2016 to 5/29/2017

Evidence of Completion

Results from I-Ready Reading/Math, Achieve 3000, and Florida Assessment Standards

G2.B1.S2 Will provide Professional Development and resources to teach teachers regarding how to create and implement differentiated, data-based rotations. `4`

🔍 S243048

Strategy Rationale

Teachers will plan and provide students with differentiated, data-based tasks during center rotations.

Action Step 1 `5`

Coaches will work with teachers to support their understanding, use and analysis of the data sources in order to plan rotations within the lessons.

Person Responsible

Lecreshia Harris

Schedule

Monthly, from 8/22/2016 to 5/29/2017

Evidence of Completion

data chat forms, data analysis sheets, data sheets from i-Ready, Achieve 3000, DAR, and Write to Learn

Plan to Monitor Fidelity of Implementation of G2.B1.S2 `6`

Administrators will periodically attend common planning meetings to monitor progress of Rotation planning.

Person Responsible

Lecreshia Harris

Schedule

Biweekly, from 8/22/2016 to 5/29/2017

Evidence of Completion

Data driven centers, lesson plans and anecdotal notes

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Classroom walk-throughs will ensure that 90 percent of the teachers have differentiated instruction and data-based rotations in place.

Person Responsible

Calvin Reddick

Schedule

Biweekly, from 8/22/2016 to 5/29/2017

Evidence of Completion

Administrative feedback forms and instructional coach's notes

G2.B2 Students who do not have a solid foundation in phonics and/or phonemic awareness 2

🔑 B230386

G2.B2.S1 Differentiation of instruction, centers, and independent work 4

🔑 S243049

Strategy Rationale

By differentiating the instruction of students, we will be able to support students in meeting the standards at their instructional level using Achieve 3000 lessons, Diagnostic Assessments of Reading Trial Teaching Strategies lessons, I-Ready Teacher Toolbox, and Leveled Literacy Intervention lessons. These resources will be used to design small group instruction.

Action Step 1 5

Support teachers with differentiation of centers.

Person Responsible

Kathryn Kelly

Schedule

Monthly, from 8/22/2016 to 5/29/2017

Evidence of Completion

Teachers will submit data-based plans to administrators, submit guided reading groups, skills groups based on i-Ready and DAR, student work samples from centers, list of rotations with how specific centers are being differentiated for discussion during common planning time

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Differentiated instructions implemented in 90 percent of the classrooms

Person Responsible

Kathryn Kelly

Schedule

Weekly, from 8/22/2016 to 5/29/2017

Evidence of Completion

Classroom observations, observation notes, lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

Differentiated Instructions

Person Responsible

Calvin Reddick

Schedule

Biweekly, from 8/22/2016 to 5/29/2017

Evidence of Completion

Administrative feedback forms and instructional coach's notes

G2.B2.S2 Individualized small group or one- on- one instruction `4`

🔑 S243050

Strategy Rationale

Providing explicit systematic instruction for students allows them to work on memory skills, asking and answering questions, and thinking critically, while providing many opportunities for feedback.

Action Step 1 `5`

Achieve 3000 representative will guide teachers through how to effectively create and implement guided reading using Achieve 3000 data

Person Responsible

School Improvement Dept

Schedule

On 5/29/2017

Evidence of Completion

Lesson plans, observation data and teacher logs

Plan to Monitor Fidelity of Implementation of G2.B2.S2 `6`

Follow Up Guided Reading Training

Person Responsible

Kathryn Kelly

Schedule

Quarterly, from 8/22/2016 to 5/29/2017

Evidence of Completion

There will be an increase in guided reading best practices

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Follow Up Guided Reading Training

Person Responsible

Kathryn Kelly

Schedule

Weekly, from 8/22/2016 to 5/29/2017

Evidence of Completion

There will be an increase in guided reading best practices

G2.B3 Lack of critical thinking skills and limited vocabulary for all students, but especially ESE and ESOL
2

🔍 B230387

G2.B3.S1 Close Reading 4

🔍 S243051

Strategy Rationale

By engaging students in close reading, students are given the opportunity to notice features and language used by authors. By digging deeper into the text students are able to keep track of their thinking through text coding.

Action Step 1 5

Teacher will implement Close Reading at least two days per week during the Reading cycle.

Person Responsible

Kathryn Kelly

Schedule

Biweekly, from 8/22/2016 to 5/29/2017

Evidence of Completion

Lesson plans developed during common planning time, student work samples, higher order questions, and Instructional Coaches observations

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Reading Coach will model and co-teach lessons using the Close Read strategy.

Person Responsible

Kathryn Kelly

Schedule

Biweekly, from 8/22/2016 to 5/29/2017

Evidence of Completion

Teacher made questions,student response journals and lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 `7`

The leadership team will conduct focus walks to monitor close reading

Person Responsible

Calvin Reddick

Schedule

Monthly, from 8/22/2016 to 5/29/2017

Evidence of Completion

The leadership team will conduct focus walks to observe close reading instruction with the school- based rubric.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.MA1 M325401	I-Ready, Curriculum Guide Assessments and Achieve 3000	Reddick, Calvin	8/22/2016	Florida Standards Assessment results, I-Ready and Achieve 3000 data reports and Curriculum Guide Assessments	5/26/2017 quarterly
G2.B1.S1.MA1 M325391	Walk through will be conducted by the administrative team and district specialist	Harris, Lecreshia	8/22/2016	Results from I-Ready Reading/Math, Achieve 3000, and Florida Assessment Standards	5/29/2017 daily
G2.B1.S1.MA1 M325392	Administrative team walk through	Harris, Lecreshia	8/22/2016	Administrative notes and feedback	5/29/2017 daily
G2.B1.S1.A1 A314475	Support teachers with differentiation of centers.	Oxendine, Christina	8/22/2016	Teachers will submit data-based plans to administrators, student work samples collected during centers, data chats to include how differentiation will take place, data sheets	5/29/2017 monthly
G2.B2.S1.MA1 M325395	Differentiated Instructions	Reddick, Calvin	8/22/2016	Administrative feedback forms and instructional coach's notes	5/29/2017 biweekly
G2.B2.S1.MA1 M325396	Differentiated instructions implemented in 90 percent of the classrooms	Kelly, Kathryn	8/22/2016	Classroom observations, observation notes, lesson plans	5/29/2017 weekly
G2.B2.S1.A1 A314477	Support teachers with differentiation of centers.	Kelly, Kathryn	8/22/2016	Teachers will submit data-based plans to administrators, submit guided reading groups, skills groups based on i-Ready and DAR, student work samples from centers, list of rotations with how specific centers are being differentiated for discussion during common planning time	5/29/2017 monthly
G2.B3.S1.MA1 M325399	The leadership team will conduct focus walks to monitor close reading	Reddick, Calvin	8/22/2016	The leadership team will conduct focus walks to observe close reading instruction with the school- based rubric.	5/29/2017 monthly
G2.B3.S1.MA1 M325400	Reading Coach will model and co-teach lessons using the Close Read strategy.	Kelly, Kathryn	8/22/2016	Teacher made questions,student response journals and lesson plans	5/29/2017 biweekly
G2.B3.S1.A1 A314479	Teacher will implement Close Reading at least two days per week during the Reading cycle.	Kelly, Kathryn	8/22/2016	Lesson plans developed during common planning time, student work samples, higher order questions, and Instructional Coaches observations	5/29/2017 biweekly
G2.B1.S2.MA1 M325393	Classroom walk-throughs will ensure that 90 percent of the teachers have differentiated instruction...	Reddick, Calvin	8/22/2016	Administrative feedback forms and instructional coach's notes	5/29/2017 biweekly
G2.B1.S2.MA1 M325394	Administrators will periodically attend common planning meetings to monitor progress of Rotation...	Harris, Lecreshia	8/22/2016	Data driven centers, lesson plans and anecdotal notes	5/29/2017 biweekly
G2.B1.S2.A1 A314476	Coaches will work with teachers to support their understanding, use and analysis of the data...	Harris, Lecreshia	8/22/2016	data chat forms, data analysis sheets, data sheets from i-Ready, Achieve 3000, DAR, and Write to Learn	5/29/2017 monthly
G2.B2.S2.MA1 M325397	Follow Up Guided Reading Training	Kelly, Kathryn	8/22/2016	There will be an increase in guided reading best practices	5/29/2017 weekly
G2.B2.S2.MA1 M325398	Follow Up Guided Reading Training	Kelly, Kathryn	8/22/2016	There will be an increase in guided reading best practices	5/29/2017 quarterly
G2.B2.S2.A1 A314478	Achieve 3000 representative will guide teachers through how to effectively create and implement...	Improvement Dept, School	8/22/2016	Lesson plans, observation data and teacher logs	5/29/2017 one-time
G1.B1.S1.A1 A314474	Windy Elementary will follow the district's Instructional Implementation Protocol, which includes...	Reddick, Calvin	8/10/2016	Lesson plans, differentiated instructional plans, small group lessons, and weekly common planning agendas	6/2/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1 🔑 M325390	Student progress to will be monitored by curriculum guides, i-Ready data, Achieve 3000, Module...	Reddick, Calvin	8/10/2016	Florida State Assessment, I-Ready Reading and Math, Achieve 3000	6/3/2017 quarterly
G1.B1.S1.MA1 🔑 M325388	Student achievement will be monitored by curriculum guides, i-Ready data, Achieve 3000, Module...	Reddick, Calvin	8/10/2016	Student Data from district and state assessments	6/3/2017 monthly
G1.B1.S1.MA1 🔑 M325389	Administrators will participate in weekly common planning sessions and visit classrooms in order to...	Reddick, Calvin	8/10/2016	Pulse of Instruction Logs, common planning agendas, and sign-in sheets	6/3/2017 weekly

V. Professional Development Opportunities

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

G1. If Windy Hill Elementary teaches and models the Four Pillars of Excellent Instruction (Engagement, Understanding, Rigor Ownership) in Reading, Writing, Math, and Science so that teachers and students know what effective instruction looks and sounds like, then Windy Hill Elementary will increase student achievement by 5% in all testing areas.

G1.B1 Unfamiliarity with Standards and Item Specifications as it relates to designing instruction

G1.B1.S1 Teachers will participate in weekly common planning in which they use Language Arts Florida Standards, Math Florida Standards, Next Generation Science Standards and item specs to customize instructional materials in order to design rigorous instruction. Tasks include but are not limited to: interactive journal entries, short and extended responses, investigative reflections, differentiated instruction, and blended learning platforms.

PD Opportunity 1

Windy Elementary will follow the district's Instructional Implementation Protocol, which includes designing Tier 1, 2 & 3 instruction based on the three-step common planning process.

Facilitator

Instructional Coaches (Reading/Math)

Participants

Faculty and staff

Schedule

Weekly, from 8/10/2016 to 6/2/2017

G2. If Windy Hill Elementary utilizes all data effectively to differentiate instruction and consistently facilitates effective guided reading groups, then student achievement will increase proficiency in all content areas by 5%.

G2.B1 Students who are reading and performing below grade level expectations

G2.B1.S1 Teachers will utilize the Daily 5 framework to differentiate centers.

PD Opportunity 1

Support teachers with differentiation of centers.

Facilitator

Instructional Coaches and District Specialists

Participants

Teachers

Schedule

Monthly, from 8/22/2016 to 5/29/2017

G2.B1.S2 Will provide Professional Development and resources to teach teachers regarding how to create and implement differentiated, data-based rotations.

PD Opportunity 1

Coaches will work with teachers to support their understanding, use and analysis of the data sources in order to plan rotations within the lessons.

Facilitator

Instructional Coaches, district Specialists and AP

Participants

Teachers

Schedule

Monthly, from 8/22/2016 to 5/29/2017

G2.B2 Students who do not have a solid foundation in phonics and/or phonemic awareness

G2.B2.S1 Differentiation of instruction, centers, and independent work

PD Opportunity 1

Support teachers with differentiation of centers.

Facilitator

Reading Coach

Participants

Teachers

Schedule

Monthly, from 8/22/2016 to 5/29/2017

G2.B3 Lack of critical thinking skills and limited vocabulary for all students, but especially ESE and ESOL

G2.B3.S1 Close Reading

PD Opportunity 1

Teacher will implement Close Reading at least two days per week during the Reading cycle.

Facilitator

Reading Coach and District Specialists

Participants

ELA Teachers

Schedule

Biweekly, from 8/22/2016 to 5/29/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Windy Elementary will follow the district's Instructional Implementation Protocol, which includes designing Tier 1, 2 & 3 instruction based on the three-step common planning process.	$0.00
2	G2.B1.S1.A1	Support teachers with differentiation of centers.	$0.00
3	G2.B1.S2.A1	Coaches will work with teachers to support their understanding, use and analysis of the data sources in order to plan rotations within the lessons.	$0.00
4	G2.B2.S1.A1	Support teachers with differentiation of centers.	$0.00
5	G2.B2.S2.A1	Achieve 3000 representative will guide teachers through how to effectively create and implement guided reading using Achieve 3000 data	$0.00
6	G2.B3.S1.A1	Teacher will implement Close Reading at least two days per week during the Reading cycle.	$0.00
		Total:	$0.00