

Orange County Public Schools

Winegard Elementary



2017-18 Schoolwide Improvement Plan

Winegard Elementary

7055 WINEGARD RD, Orlando, FL 32809

<https://winegardes.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 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	94%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	B*	A

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Winegard Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

To be the top producer of successful students in the nation.

2. School Environment

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

At Winegard, we learn about students' cultures and build relationships between teachers and students through various school activities and events. One way is through the completion of the Home Language Survey by parents during the registration process and the programmatic assessment. During Events such as Meet the Teacher Day and Open House, teachers have the opportunity to meet their students' families and gather information about their students.

In support of being a culturally responsive community, students and their families learn about different cultures represented by our student population during Hispanic Heritage Month and Multicultural Night. Students in every grade level prepare projects about the country they choose to represent. Students display their work and share authentic dishes and cultural facts about their country during the event. During the school year we offer English classes for our families, which allow us to learn about their cultures and make that connection between the student, family and school to support the student on their learning process.

The "bucket-filling philosophy" is taught and reinforced every day among faculty, staff, students, and families. Students and teachers read *How Full is Your Bucket* and *How Full is Your Bucket for Kids* to learn about contributing to a positive and healthy culture and climate at Winegard.

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

Winegard teachers and staff build relationships with the student body and are responsive to their needs during all phases of their school day. Every morning, students are welcomed and greeted by the principal, assistant principal, and/or various members of the staff as they arrive to our campus. Teachers review rules and procedures as well as the OCPS Student Code of Conduct with all students at the beginning of the school year and at the start of every grading period. Various members of the faculty and staff have morning, lunch, and afternoon duties throughout the school to supervise and assist students. Arrival and dismissal procedures are in place to ensure the safety and safe return home of all of our students. In addition, our community liaison and dean conduct an orientation once a month for all new students.

Winegard ensures the social-emotional needs of all students are being met by educating the staff about available resources and who to contact when there is a need. This is addressed during the teacher's pre-planning week and classroom visits during the first weeks of school. We utilize counseling services through SEDNET providers, the school social worker, OCPS mental counseling services as needed, and the Oak Ridge Neighborhood Center for Children and Families. We also

have a bilingual school counselor to immediately address the various needs of our students, and support learning.

Character education is provided through the Learning for Life program, Elevate Orlando, and the OCPS Change Starts with Me program, along with a monthly character education initiative resulting in a Star Patriot of the month award for a student on each grade level. Students are awarded a certificate and recognized for exhibiting the qualities of the character trait of the month.

The Positive Behavior Support system is based on the bucket-filling philosophy. Winegard's ABCs of Patriot Behavior are: be an Active Learner, Be Responsible, and be a Good Citizen. The ABCs are reinforced by distributing Shop Drops (drops in the bucket) to any student, staff member, or parent who displays these characteristics. Shop Drops may be spent in the PBS catalog (students) or entered into drawings for prizes (parents and staff).

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.

Winegard has implemented a schoolwide behavioral system called PBS (Positive Behavior Support). PBS has three clear and concise expectations every teacher has been empowered to follow: Redirect, Reteach, and Refer students who need additional behavioral assistance. Winegard has adopted a reward system called "Shop Drop" that recognizes positive student behavior, encourages parental support and participation, and recognizes school staff for going above and beyond. Students, parents, and staff may redeem their shop drops for prizes donated by our Partners in Education.

Winegard's PBS Team established a protocol for disciplinary incidents. Student behavior and interventions are documented using the Observed Student Behavior Report (OSB) form. The OSB procedure begins when a teacher observes a student repeatedly breaking a school rule. The PBS protocol asks that the teacher take the time to redirect and reteach the expectation before requesting additional behavior interventions. After the third infraction (within a 30 day period), the teacher will inform the Administrative/Behavior/Counseling team to request assistance. This will include a student conference, behavior contract, and parental contact. Teachers have the option of filling out this form electronically or manually. If, after these interventions, the behavior continues, an official OCPS discipline referral will be issued. If the student offense is such that it falls in the category of a Level 2, Level 3 or Level 4 offense, the Administrative/Behavior team will address the problem without teacher intervention required. The PBS system and the OSB protocol were introduced to the entire faculty and staff during preplanning. An electronic version of the OSB form and behavior charts were made available shortly thereafter on the school's Sharepoint. Compilation of data from these forms will be shared with the discipline team leaders on each grade level and with the administration. Data will be used to employ interventions as needed. Questions about the form or the process have been handled when questions have arisen. The PBS protocol will be presented to parents and community members at Grade Level Family Nights. Additional training and/or assistance will be given as the need arises.

In addition to our PBS program, Winegard has taken on the CHAMPS model for school wide integration as well. Teachers from each grade level along with members of the administrative team took part in an introductory training during the summer. Plans are way under way to facilitate and implement this program at our school.

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.

The school ensures the social-emotional needs of all students are being met by educating the staff about available resources and who to contact when there is a need. We utilize counseling services through SEDNET providers, the school social worker, and the Oak Ridge Neighborhood Center for Children and Families. We also have a school counselor available to immediately address the various needs of our students and support learning. The school counselor also visits classrooms to educate students on how to handle various situations and to address concerns throughout the year. Many of our volunteers will also serve as a mentor to our students.

Our 2016 Best Practices for Inclusive Education survey indicated a need to have our students with disabilities, ages 3 to 5, interact with same-age peers without disabilities. Consequently, for the 2017-2018 school year, we will focus on providing more opportunities for our VE Pre-K students to interact with same-age peers without disabilities. General and special education teachers will collaborate regularly to plan and implement weekly lessons based on Florida standards for Pre-K.

Character education is provided through the Learning for Life program, a program funded by Boy Scouts of America. The program aligns with the OCPS Change Starts with Me initiative to provide one lesson per month on the character trait of that month. The program also provides posters about the character trait for each classroom at Winegard, as well as certificates for each Star Patriot, students of the week from each classroom, who have exhibited the character trait of the month.

Elevate Orlando is a group of high school students from our feeder pattern school who provide a character education lesson for our fifth graders once per week.

Teen Trendsetters, a group of high school students from our feeder pattern school, mentor 30 third graders for one hour each week.

Lockheed Martin employees, from the local branch of this aerospace engineering company, mentor approximately 40 fourth graders for one hour each week, as they tutor them in mathematics.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

Attendance

Because Winegard fell shy of its goal to improve student attendance in 2016-2017, the Principal has added significant support staff to help address the issue of improved attendance. We now have a dedicated Attendance Clerk, who is responsible for pulling attendance reports on a weekly basis, sending home initial 5-day absence letters, monitoring the attendance of chronic absentees, scheduling meetings with the parents, involving the school's social worker, and writing attendance contracts.

Our Behavior Dean will continue to assist with attendance issues, but Winegard also has a bilingual K-5 School Counselor – who will provide support to achieve increased attendance across all grade levels.

Discipline

Winegard implemented a school-wide behavioral system called PBS (Positive Behavior Support), and we will continue to utilize this system in collaboration with CHAMPS for the 2017-2018 school year. PBS aims to build effective environments in which positive behavior is more effective than problem behavior. PBS emphasizes the use of preventative, teaching, and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle outcomes. It also provides the foundation for a Multi-Tier System of Support (MTSS).

Teachers are required to document issues relating to student behavior on the Observed Student Behavior (OSB) form, which is submitted to the Behavior Dean for monitoring and possible follow-up action. The OSB ensures that teachers have employed a series of interventions (including re-teaching a broken rule, implementing a behavior contract, contacting the parents, and referring the student for counseling at school) prior to writing a discipline referral.

The addition of the bilingual School Counselor should provide extra support to the Behavior Dean and his efforts to ensure the success of the PBS system at Winegard.

In conjunction with PBS, Winegard will continue its positive behavior reward program called Shop Drop. Based on the premise that we want to “fill our buckets” with evidence of positive behaviors, the Shop Drop reward system recognizes positive student behavior, encourages parental support and participation, and recognizes school staff for going above and beyond. Students may also receive shop drops for improving their attendance and academics. Students, parents, and staff may redeem their shop drops for prizes donated by our Partners in Education.

Academics

The Leadership Team (Principal, Assistant Principal, CRT, Reading/Instructional/Math Coach, CCT, Staffing Specialist/MTSS Coach, Dean of Behavior/Discipline, Bilingual School Counselor) meets twice weekly to sustain a culturally embedded problem solving environment, and to promote an exemplary school that boasts highly qualified teachers and academically successful students. During these meetings, the team reviews all available data to make informed instructional decisions. Data includes the results of informal teacher observations, to ensure the consistent delivery of appropriate, rigorous, well-planned and well-executed classroom instruction. The team will periodically review grade level lesson plans and assessments for effectiveness.

The Leadership Team will review progress monitoring data at each grade level, to identify students who are at moderate or high risk of not meeting academic expectations and also identify those students who are meeting or exceeding expectations. Based on this data, the team will recommend the use of additional resources, as warranted, for intervention or enrichment. These additional resources include, but are not limited to, the various supplemental tutoring programs available at Winegard.

The team will also review the collected data indicating student usage rates for iReady Reading, iReady Math, Imagine Learning and AR Reading. Teachers are advised that students must achieve minimum usage rates to maximize learning gains. Classes that struggle to meet their minimum usage standards will be provided additional guidance from the Reading and MTSS/Math Coaches.

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	46	42	28	30	24	26	0	0	0	0	0	0	0	196
One or more suspensions	3	4	0	5	1	6	0	0	0	0	0	0	0	19
Course failure in ELA or Math	3	0	2	5	3	8	0	0	0	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	63	51	74	0	0	0	0	0	0	0	188

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	2	4	0	19	14	28	0	0	0	0	0	0	0	67

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

Winegard employs various strategies to improve the academic performance of students identified by the early warning system.

1. In addition to the Extra Reading Hour, Before and After School Tutoring programs provide tutoring services in Reading and Math for students in second grade through fifth grade, twice a week for a total of 120 minutes per week. The program begins in September 2017 and ends in April 2018. Students are selected to participate based on multiple measures of current and prior year data. Teachers will monitor their students' progress through observations, formative and summative assessments, and i-Ready intervention program data. The CCT, CRT and Reading Coach will monitor the implementation and effectiveness of the strategies used and their outcomes.
2. Winegard will continue using the i-Ready Reading and Math intervention program in 2016-2017. i-Ready employs an online, adaptive, individualized, diagnostic assessment which determines levels of competency in Common Core Math and Reading skills. The test is used to determine areas of student strengths and weaknesses in key strands or domains. Results drive instruction, remediation, and enrichment as teachers work toward satisfying each student's individual needs. Teachers have immediate access to student data and are able to plan appropriate instruction for each child and monitor their progress regularly.
3. Members of the Admin Leadership Team are assigned to work with small groups of students, providing push-in support in both Reading and Math.
4. Tutors are hired via Title I funding. They work with small groups of struggling students during the school day in the classrooms.
5. Volunteer tutors and mentors are utilized (including Read2Succeed and the Lockheed Martin Math Mentors program) to assist struggling students.
6. Saturday school is utilized for additional tutoring time in Reading, Math, Writing and Science for students in grades 3-5.
7. Early parent conferences are held (prior to the typically scheduled 9-weeks report card conference) to inform parents of students who are struggling with academics, behavior and/or attendance.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

Parents will be encouraged to become involved at Winegard Elementary through the following events/ activities:

- * Meet Your Teacher
- * Open House
- * Quarterly Report Card Conferences
- * Literacy Night
- * FCAT/Common Core State Standards Night

- * Math Night
- * Science Nights
- * Grade Level Presentation Nights

All events will be promoted via Connect Orange phone messages, newsletter, Web site and marquee.

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.

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 is by maintaining positive relationships. We have open communication with our partners in education and share how their support has impacted our school and student achievement. We display our appreciation in various methods and ensure the partnership recognizes the value of their support.

All partners and community members who have an e-mail address receive a weekly news brief on Sunday evening. Each week, a partner is highlighted for their contributions to Winegard.

Partners in education receive special cards, letters and artwork from our students multiple times each year. They are invited to a special breakfast to honor their partnership with us during the Spring, where our students perform and they are given a small token of appreciation.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Rivera, Meigan	Principal
Arias-Seijo, Ida	Assistant Principal
Besedick, Stephen	Dean
Gardner, Dixie	Instructional Coach
Rosario, Diane	Instructional Coach
Adams, Julie	Instructional Coach
Gerena, Jazzmen	Instructional Coach
Koziara, Barbara	Instructional Coach
Suchta, Emily	Other

b. Duties

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

The leadership team will build and sustain a clear vision and mission for the school through shared leadership, collaboration, the development of learning communities, gathering, analyzing and disaggregating data, and monitoring curriculum and instruction. The principal and assistant principal will serve as role models for teaching and learning while continually seeking tools and ideas to foster school improvement. The leadership team will monitor progress of the outlined objectives and will provide instructional support to teachers in the areas of instructional practice, intervention,

enrichment, MTSS, data analysis, and ongoing progress monitoring. Through shared leadership and decision making, teachers will be encouraged to reflect and collaborate to improve teaching and learning.

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.

All funding supports the School Improvement Plan at Winegard Elementary School. Title I funding is used for personnel salaries for the parent engagement liaison, two academic program assistants, MTSS progress monitoring resource teacher, curriculum resource teacher, .67 of the math and science resource teacher and .71 of the reading specialist position. These positions are integral, as evidenced in this SIP, to the success of Winegard in reaching its goals. These positions coordinate the wrap-around services that are necessary to attack and monitor the early warning system. Title I funding also provides training for teachers in reading and math strategies, as well as salaries for tutors. Title I provides the funding for the i-Ready reading and math intervention program and other tutoring materials aligned to the Florida standards.

Supplemental Academic Instruction funds are used for before and throughout the day school tutoring salaries, as well as Saturday School.

All students at Winegard Elementary receive free breakfast and lunch, which supports their day of learning.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Ana Chapin	Parent
Nadia Osorio	Business/Community
Edina Hodzic	Parent
Monica Vega	Education Support Employee
Meigan Rivera	Principal
Christine Muchow	Education Support Employee
Elizabeth Sanchez	Parent
Antwanette Jones	Parent
Candace Hylton	Education Support Employee
Diane Rosario	Teacher
Emily Holcombe	Teacher
Rebecca Shephard	Teacher
Sherry Chong	Business/Community

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

The School Advisory Council (SAC) provided input for the school improvement goals and activities throughout the school year 2016-2017. Goals and activities were regularly reviewed and updated.

In April of 2017, the school improvement plan goals were reviewed and updated with input from the SAC. The SAC survey was distributed to all families, and the feedback was used as input into the 2017-2018 school improvement plan.

b. Development of this school improvement plan

The current 2017-2018 goals and activities are a result of the review of last year's goals and data, as well as the annual SAC survey. Deletions, additions and continuations are found within this plan based on input from the SAC. Throughout the year, discussions will take place regarding the school's progression to meeting the SIP goals, informing parents about school activities and events, school budget, and any additional changes that may occur throughout the school year.

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

The SAC provided input into the school improvement plan, and as such, the school budget. Reading and math interventions and tutoring, teacher training, and attendance and behavior incentives are at the heart of the plan to ensure that Winegard's students achieve their potential.

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

School improvement funds were used to purchase Reading Intervention resources (\$3,500.00), Math Intervention resources (\$3,419.40) and Fine Arts and Chess Club resources (\$2,833.21). We also received some additional SIP funds in the Spring that will be voted upon by this year's SAC.

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
Muchow, Christine	Other
Rosario, Diane	Instructional Coach
Gardner, Dixie	Other
Adams, Julie	Instructional Coach
Gerena, Jazzmen	Instructional Coach
Koziara, Barbara	Instructional Coach

b. Duties

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

Literacy Awareness/Education for Parents: The Literacy Committee will host a Literacy Night in February, where parents will be informed how they may assist their children with reading and writing at home.

Schoolwide Writing: The Literacy Committee will be monitoring to see that teachers are infusing writing into all academic subject areas. The Literacy Committee will be looking at data from our WriteScore prompts to ensure that all students are making growth in writing.

Instilling a Love of Reading: In an effort to continue making our media center a more inviting area for all students and families and responsive to the needs of our community, the Literacy Committee purchased bilingual (Spanish) books. The committee also assisted with the continuation of the Accelerated Reader program, ensuring that teachers help students set and monitor goals and choose an AR Star each week. Monthly AR reports are being run to acknowledge and reward students that have met or exceeded their goals.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

The administration is responsible for developing and encouraging positive working relationships between teachers, including collaborative planning and instruction.

The following strategies are implemented at Winegard:

1. Teachers meet regularly with the principal, assistant principal and instructional coaches.
2. Common planning time is provided for all grade levels. Teachers create instructional lesson progressions, discuss data, and function as Professional Learning Communities.
3. Members of the leadership team are assigned to each grade level to provide ongoing guidance and support, as well as act as a liaison to the administration.
4. Faculty and staff are provided ongoing professional development to target specific needs as identified and to meet district initiatives.
5. Teachers new to the district or to the school are provided mentors for additional support.

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

All instructional vacancies are posted to the school district's recruitment Web site. Resumes are screened and qualified candidates are interviewed by a selection committee at Winegard Elementary. The committee is chosen based on the instructional area or grade level in need of a teacher. Once the committee has selected a candidate and the principal has extended an offer for employment, the candidate is registered for the pre-employment orientation held at the district office. All cleared candidates become part of the Winegard family and are assigned a mentor teacher either on their grade level or having something in common with them. Mentor/mentee meetings are scheduled regularly for team building and topic discussion. All teachers meet weekly in professional learning communities to discuss data, plan common lessons and write common assessments. Training is also held specifically for beginning teachers and for those new to Winegard. Also, teachers are informed of school policies, procedures, teaching materials, and more. The CRT is responsible for pairing mentors and mentees, while the entire leadership team and other teacher leaders provide training and assistance.

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

Winegard's mentoring program began during pre-planning in August. The leadership team met with mentors and explained the importance of mentoring new/beginning teachers. They were each given a folder in which to document the weekly meetings they are required to have with their mentees. Folders also contained critical information that every new teacher would need to ensure a successful transition into their position, including a list of on-site staff and resources that they can turn to for additional support and guidance.

Despite their lack of experience, the newest teachers are still considered an integral part of each grade level professional learning community, where they receive support with unit and lesson planning, evaluating students, and using data to drive instruction.

In addition to addressing the needs of teachers in their first or second year of instruction, Winegard also considers those experienced teachers who may be new to the state or the district. We assign these seasoned veterans a Patriot Partner – a long-term Winegard staffer - to help them navigate their way through the various school or district-based policies and procedures.

The mentor/mentee pairing was done in the following manner:

1. Each mentor had to complete Clinical Educator Training and online mentoring course, a district requirement.
2. Each mentee was paired with a teacher who completed the above requirements, is a leader on our campus, and has a proven record of success increasing student achievement.

The administration will provide training for teachers new to the Marzano evaluation system, as well as programs and resources used at Winegard Elementary.

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.

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. Additionally, the principal, assistant principal, and members of the leadership team will meet with each grade level a minimum of twice a week to go over lesson plans, assessments, and to discuss student data and strategies to improve student performance and learning.

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.

The Winegard administrative team conducts weekly data meetings with grade level PLCs to ensure that the specific academic needs of all students are being addressed through the delivery of differentiated core curriculum instruction, in addition to Tier 2 and Tier 3 intervention instruction.

Initial data is collected through the administration of STAR Reading tests and iReady Reading and

Math diagnostics. Because the iReady diagnostic is self-adjusting, the results allow us to identify precisely where each student falls on the learning spectrum – above, on or below grade level. The iReady program also provides more detailed information, identifying specific skill weaknesses in both Reading and Math. The iReady on line toolbox offers resource materials teachers can use with students during small group direct instruction. The combination of regular iReady usage and supplemental direct instruction results in the strengthening of core Reading and Math skills and increased learning gains.

The iReady diagnostic test is repeated in the winter and spring. The test results allow us to assess the progress made since the initial testing, and to make any necessary adjustments to the intervention instruction moving forward.

Teachers report back to the administrative team at the weekly data meetings, reviewing the strategies being used to address specific academic concerns and discussing the levels of success achieved. During the data meetings, the admin team may recommend that teachers initiate the MTSS process for students not responding adequately to current instruction/intervention.

In addition to whole and small group instruction, students are provided supplemental support – members of the admin support team push-in to classes to provide additional direct instruction. The school has acquired the services of outside tutors, as well, to target specific groups of students in Reading and Math. Throughout the year, the school offers before and after school tutoring opportunities, and Saturday school classes are available from September through March for supplemental lessons in Reading, Math, Writing and Science. All student groups are selected based on specific, common needs/weaknesses identified through the collected data.

Regular MTSS meetings are held to review the progress being made by students identified as “at risk” for not making the necessary learning gains. Winegard has added an MTSS Coach to its admin team to oversee the MTSS process in conjunction with the Principal, Assistant Principal, Staffing Specialist, Behavior Dean, Reading Coach and Guidance Counselor. Between the PLC data meetings and the MTSS meetings, we feel confident that Winegard is making every effort to ensure the effective delivery of core curriculum and differentiated instruction to meet the diverse needs of our student population.

Examples of Academic Data Sources:

1. STAR Reading – Grades K-5 (administered four times throughout the year)
2. iReady Reading and Math – Grades K-5 (administered three times throughout the year)
3. FLKRS – Kindergarten (administered in the first quarter only)
4. Student Grades
5. Write Score Essays – Grades K-3 (administered 3-4 times throughout the year)
6. Interim Assessments (FSA-based, formative)
7. Imagine Learning – computer-based Reading program for ELL students, Grades K-5
8. Accelerated Reading (AR) – Grades K-5 (monitored weekly for Reading proficiency)

Examples of Behavior Data Sources:

1. Referrals by student behavior
2. Observed Student Behavior (OSB) Report
3. Behavior Intervention Plans

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: Extended School Day

Minutes added to school year: 11,160

Students receive an extra hour of reading instruction every day. The hour block is divided into 20 minutes of direct instruction and 40 minutes of small group instruction/intervention with the teacher. During small group instruction students are split into different center rotations. One station is skill work with teacher guidance, the second station is cooperative practice via educational activities with peers, and the third station is for working on either Imagine Learning (language/literacy) or i-Ready (literacy).

Strategy Rationale

Students receive instruction in a core academic subject.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Rivera, Meigan, meigan.rivera@ocps.net

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

Imagine Learning and i-Ready computer programs collect data and reports are accessed for time-on-task and student progress. Data from these reports are used to drive tutoring skill groups, as well as data from teacher formative assessments.

Strategy: Weekend Program

Minutes added to school year: 1,980

Students are identified for Saturday School ELA Tutoring program by reviewing student Access 2.0 Reading data and the most current FSA Reading test results. Students attend Saturday school for four hours every other week to receive additional core academic instruction. The instructional focus is English Language Arts in grades 3-5. Resources developed by Triumph Learning are used to reinforce ELA standards taught in the targeted grades. The process includes a rotation model: teacher direct instruction, small group support, and centers.

Strategy Rationale

Students receive instruction in a core academic subject.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Rosario, Diane, diane.rosario@ocps.net

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

Imagine Learning and i-Ready computer programs collect data and reports are accessed to monitor student progress. Data from these reports are used to drive tutoring skill groups, as well as data from teacher formative assessments.

Strategy: Before School Program

Minutes added to school year: 6,720

The Media Center and computer lab will be open to all families for four additional hours per week. Imagine Learning and iReady may be used in the computer lab, and special features will be arranged in the Media Center based on the time of year (i.e. Hispanic Heritage Month, Black History Month) or grade level curriculum units. Students and their parents may read and check out books. A follow-up activity will be distributed with each book checked out.

Strategy Rationale

Providing additional time and resources for families that may need academic assistance or the use of a computer will enrich the students' learning experience.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Arias-Seijo, Ida, ida.ariasseijo@ocps.net

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

Sign-in sheets will determine the number of families taking advantage of this opportunity. A family activity page will accompany the books read and/or checked out during the extended time. Students will return the activity page with their book. Imagine Learning and iReady usage and achievement reports will indicate time on task above and beyond the classroom computer time.

Strategy: Weekend Program

Minutes added to school year: 1,980

Students are identified for Saturday school enrichment by reviewing initial student data. Students will attend Saturday school for three hours every other week to participate in hands-on enrichment activities. They are able to exercise higher-level thinking such as problem solving, generating and testing hypotheses, and designing and conducting experiments.

Strategy Rationale

Providing higher level enrichment activities will ensure that our high academic achievers are challenged and supported.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Rosario, Diane, diane.rosario@ocps.net

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

Student journals, reflections, and other forms of formative assessments are used to determine the effectiveness of our enrichment program. Students should demonstrate increased higher level thinking skills by engaging them in cognitive complex tasks.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

We believe as though transition needs to be treated as a great adventure! We help with transition by setting up events for students to attend, like Meet-the-Teacher, Open House, and Curriculum Nights. We encourage our parents and future students to come and meet the teacher before the first day of school so they feel comfortable with the change. Teachers also assign "buddies" or "partners" during the first week of school so the child does not feel lost or confused. Teachers are encouraged to have constant communication with parents through phone calls, newsletters, and notes home. To ensure academic success, all students are assessed using the i-Ready reading and math diagnostic assessment to identify learning strengths and areas of need immediately so instructional time and interventions/enrichment can be provided upon entering Winegard. In addition, our leadership team works closely with teachers and parents to identify students who need additional academic, behavior, or community support when they enroll and throughout the year to provide resources as needed. In addition, newly registered kindergarteners tour the school and are given information about the school. Students who have completed the fifth grade are provided with an orientation to middle school. Guidance counselors from our feeder schools visit Winegard in order to help students with course selection and to be sure students are placed in the appropriate courses.

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.

Winegard takes a proactive and targeted role in identifying, guiding, fostering, and advising individual students in academic and early career planning. All instructional and administrative teams review student academic progress and goals by disaggregating student performance data. PLCs also meet weekly with a member of the leadership team to discuss individual students' strengths and opportunities for growth across core academics. In addition, Winegard is an AVID certified School. AVID, which stands for Advancement Via Individual Determination, is a program designed to give the necessary support to students to prepare them for college and career readiness and to help them achieve their fullest potential. The AVID program supports students by teaching and reinforcing study and organizational skills. Both collaborative and independent learning opportunities are provided in a forum in which students are simultaneously nurtured and challenged. With the support of different universities around the country, we are able to establish a college culture throughout the school. Kindergarten students are instructed to use their planner as an AVID organizational tool. The University of Central Florida Burnett Honor College teaches five weeks of AVID based lessons to students in grades 1-5. Additionally, fifth grade students participate in a research study project to learn about a college of their choice and integrate reading, writing and speaking skills to present the demographics, programs available, admission criteria, and general highlights to their peers and school staff.

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

To prepare our students for 21st century careers with technology and industry, Winegard has increased access to digital curriculum and access through the use of i-Ready Reading, i-Ready Math, Accelerated Reader, and HMH Think Central for interactive lessons and digital experiments to provide real world experiences. Additionally, Smart Boards and technology integration in the

classroom is implemented to prepare 21st century learners for careers involving computers, virtual manipulatives and labs, and safe searches on the internet for research projects.

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

Winegard is an AVID certified School. AVID, which stands for Advancement Via Individual Determination, is a program designed to give the necessary support to students to prepare them for college and career readiness and to help them achieve their fullest potential. The AVID program provides all students with fundamental skills to promote academic success, self-efficacy, and self-advocacy as they begin their educational journey. AVID Elementary is integrated into the daily routines and curricula across all grade levels to impact and support all students on the path to college readiness. Winegard has established a partnership with Lockheed Martin to mentor students in fourth grade toward a STEM career and also tutors students once a week in math. Additionally, computer based intervention and motivation programs, such as i-Ready and Accelerated Reader, are used to build academic achievement and increase motivation.

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.

The strategies implemented at Winegard for improving student readiness based on the annual analysis of the High School Feedback report include immediate assessments, intensive interventions, and strategic fluid instructional groups. Beginning of the year diagnostic assessments provided through STAR Reading, iReady Reading and Math, Journeys and Go Math are used to identify deficiencies. Teachers form fluid and strategic intervention groups to provide remediation and enrichment support starting in September and continuing throughout the school year. The goal is to increase reading and math proficiency and prepare students for on grade level or above coursework in their later academic career. Besides strategies for instruction, recognition strategies are in place to honor academic achievement and motivate student goal setting. The quarterly honor roll award ceremonies recognize academic achievement for K-5 students earning A and B letter grades. At the end of the school year, fifth grade students participate in the Bridging Ceremony which honors and recognizes students' accomplishments in elementary school, and prepares them for their middle school experience.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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" 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.** Strengthen rigor of standards-based instruction through common planning, professional learning communities, and professional development supported by the Marzano instructional framework with a focus on use of complex text and close reading. (Division Priority #2: Investing in human capital)

- G2.** Increase student achievement through effective differentiated culturally responsive instruction across content areas, grade levels, and areas of deficiency for ESE and ELL students. (Division Priority #1: Accelerate Student Performance)

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. Strengthen rigor of standards-based instruction through common planning, professional learning communities, and professional development supported by the Marzano instructional framework with a focus on use of complex text and close reading. (Division Priority #2: Investing in human capital) 1a

G095108

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	43.0
ELA/Reading Gains	54.0
ELA/Reading Lowest 25% Gains	59.0
FSA Mathematics Achievement	49.0
Math Gains	52.0
Math Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Teachers do not fully understand the Florida Standards and Marzano's Instructional Framework.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teacher training, PLC and DPLC work with Florida Standards
- Teacher training on Instructional Framework

Plan to Monitor Progress Toward G1. 8

Assessment data from common assessments and iReady will be collected and disaggregated by the CRT. It will be shared at weekly administrative team meetings and biweekly data PLC meetings in order to drive instruction.

Person Responsible

Julie Adams

Schedule

Weekly, from 8/30/2017 to 5/30/2018

Evidence of Completion

Data will increase in all subjects. Students who continue to struggle will be recommended for tutoring, parent meetings will be held, and all available personnel will provide assistance in the classrooms during the school day.

G2. Increase student achievement through effective differentiated culturally responsive instruction across content areas, grade levels, and areas of deficiency for ESE and ELL students. (Division Priority #1: Accelerate Student Performance) 1a

G095109

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	43.0
ELA/Reading Lowest 25% Gains	59.0
FSA ELA Achievement - ELL	56.0
FSA Mathematics Achievement	49.0
Math Lowest 25% Gains	60.0
FSA Math Achievement - ELL	57.0

Targeted Barriers to Achieving the Goal 3

- Teachers lack an understanding of what instructional practices are needed for effective differentiated instruction

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teacher training and PLC work with Florida standards

Plan to Monitor Progress Toward G2. 8

Formative and summative assessments matching Florida standards data will be monitored biweekly by the school based leadership team and teachers will analyze student data.

Person Responsible

Meigan Rivera

Schedule

Biweekly, from 8/7/2017 to 5/30/2018

Evidence of Completion

Teacher and grade level data binders, student data/assessment reports, Data of students should be progressing.

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

 = Problem Solving Step  S123456 = Quick Key

G1. Strengthen rigor of standards-based instruction through common planning, professional learning communities, and professional development supported by the Marzano instructional framework with a focus on use of complex text and close reading. (Division Priority #2: Investing in human capital) 1

G095108

G1.B1 Teachers do not fully understand the Florida Standards and Marzano's Instructional Framework. 2

B255974

G1.B1.S1 Provide at least two hours per week in Professional Learning Communities with instructional coaches and administration to intentionally plan using complex text and close reading aligned to the Florida Standards and Marzano's Instructional Framework. 4

S270553

Strategy Rationale

Providing time to plan intentionally with guidance from those who have received additional training in the Florida Standards and Instructional Framework will result in building teacher capacity for more effective instruction and improved academic achievement.

Action Step 1 5

Provide common planning time within the master schedule, which will include technical assistance with unwrapping and teaching the Florida Standards and employing the Marzano Instructional Framework.

Person Responsible

Meigan Rivera

Schedule

Daily, from 8/7/2017 to 5/30/2018

Evidence of Completion

Master Schedule

Action Step 2 5

Provide training on Florida Standards and the Florida Standards Assessments and monitor for implementation through coaching and peer support.

Person Responsible

Julie Adams

Schedule

Weekly, from 8/7/2017 to 5/30/2018

Evidence of Completion

Sign-in sheets from training; PowerPoint and training materials; Coaching Logs; Peer Observations

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

Twice weekly PLC planning meetings will be attended by administration and instructional resource teachers, who will be active participants.

Person Responsible

Meigan Rivera

Schedule

Weekly, from 8/7/2017 to 5/30/2018

Evidence of Completion

Unit and lesson plans

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

Data from formative and summative assessments will be reviewed during biweekly data meetings

Person Responsible

Meigan Rivera

Schedule

Biweekly, from 8/7/2017 to 5/30/2018

Evidence of Completion

Fluid data spreadsheets containing all assessments from August through June

G1.B1.S2 Administration, resource teachers and DPLC teacher leaders will review lesson plans and provide weekly feedback. 4

 S270554

Strategy Rationale

Providing lesson plan feedback will assist teachers in improving their instructional delivery and therefore, student achievement.

Action Step 1 5

Provide an area on SharePoint for teachers to post weekly lesson plans, and check them weekly.

Person Responsible

Ida Arias-Seijo

Schedule

Weekly, from 8/7/2017 to 5/30/2018

Evidence of Completion

Lesson plans

Action Step 2 5

Provide teachers with feedback on lesson plans on a weekly basis.

Person Responsible

Ida Arias-Seijo

Schedule

Weekly, from 8/7/2017 to 5/30/2018

Evidence of Completion

Lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Lesson plans will be reviewed weekly to ensure that they meet the level of rigor needed for the Florida Standards and that Marzano's Instructional Framework is utilized.

Person Responsible

Ida Arias-Seijo

Schedule

Weekly, from 8/7/2017 to 5/30/2018

Evidence of Completion

Lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Lessons will be checked while administration and resource teachers observe in classrooms to ensure that what was planned is being taught.

Person Responsible

Ida Arias-Seijo

Schedule

Daily, from 8/7/2017 to 5/30/2018

Evidence of Completion

Lesson plans and classroom observation data

G1.B1.S3 Administration and resource teachers who have been trained in observing and providing feedback on Marzano's Instructional Framework will observe and provide feedback on a two-week rotation. 4

S270555

Strategy Rationale

Providing feedback on instructional delivery will assist teachers in improving their practice and therefore, student achievement.

Action Step 1 5

Administration and resource teachers will observe classroom instruction and provide actionable feedback to teachers to improve instruction.

Person Responsible

Meigan Rivera

Schedule

Daily, from 8/7/2017 to 5/30/2018

Evidence of Completion

Classroom observation data

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Administration will pull reports from iObservation to ensure that feedback being delivered to teachers is timely and actionable.

Person Responsible

Meigan Rivera

Schedule

Weekly, from 8/28/2017 to 5/30/2018

Evidence of Completion

iObservation reports

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Evidence of instructional improvement should be seen in subsequent classroom observations following initial feedback.

Person Responsible

Meigan Rivera

Schedule

Daily, from 8/28/2017 to 5/30/2018

Evidence of Completion

Classroom observation data

G2. Increase student achievement through effective differentiated culturally responsive instruction across content areas, grade levels, and areas of deficiency for ESE and ELL students. (Division Priority #1: Accelerate Student Performance) 1

G095109

G2.B1 Teachers lack an understanding of what instructional practices are needed for effective differentiated instruction 2

B255975

G2.B1.S1 Provide professional development on how to use differentiated instructional strategies for struggling students including ELL and ESE in the classroom. 4

S270556

Strategy Rationale

Providing differentiated instruction professional development will assist teachers in improving their instructional delivery to enable them to target specific student needs including ELL and ESE students.

Action Step 1 5

Provide professional development in how to use differentiated instruction in the classroom.

Person Responsible

Julie Adams

Schedule

Weekly, from 8/7/2017 to 5/30/2018

Evidence of Completion

Lesson plans with feedback from coaches and administrators

Action Step 2 5

Provide opportunity for teachers to reflect on instructional practices and integrate actionable feedback during PLC meetings

Person Responsible

Meigan Rivera

Schedule

Weekly, from 8/7/2017 to 5/30/2018

Evidence of Completion

Training materials and agendas, teacher reflection slips

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

Administrators will participate in professional development and review minutes to provide teachers with coaching feedback.

Person Responsible

Meigan Rivera

Schedule

Weekly, from 8/7/2017 to 5/30/2018

Evidence of Completion

Training agendas, meeting minutes, actionable feedback

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

Formative and summative assessment data will be reviewed biweekly

Person Responsible

Julie Adams

Schedule

Biweekly, from 8/28/2017 to 5/30/2018

Evidence of Completion

IReady Reading and Math data; formative and summative assessment data; FSA data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.MA1 M387179	Assessment data from common assessments and iReady will be collected and disaggregated by the CRT....	Adams, Julie	8/30/2017	Data will increase in all subjects. Students who continue to struggle will be recommended for tutoring, parent meetings will be held, and all available personnel will provide assistance in the classrooms during the school day.	5/30/2018 weekly
G2.MA1 M387182	Formative and summative assessments matching Florida standards data will be monitored biweekly by...	Rivera, Meigan	8/7/2017	Teacher and grade level data binders, student data/assessment reports, Data of students should be progressing.	5/30/2018 biweekly
G1.B1.S1.MA1 M387173	Data from formative and summative assessments will be reviewed during biweekly data meetings	Rivera, Meigan	8/7/2017	Fluid data spreadsheets containing all assessments from August through June	5/30/2018 biweekly
G1.B1.S1.MA1 M387174	Twice weekly PLC planning meetings will be attended by administration and instructional resource...	Rivera, Meigan	8/7/2017	Unit and lesson plans	5/30/2018 weekly
G1.B1.S1.A1 A362343	Provide common planning time within the master schedule, which will include technical assistance...	Rivera, Meigan	8/7/2017	Master Schedule	5/30/2018 daily
G1.B1.S1.A2 A362344	Provide training on Florida Standards and the Florida Standards Assessments and monitor for...	Adams, Julie	8/7/2017	Sign-in sheets from training; PowerPoint and training materials; Coaching Logs; Peer Observations	5/30/2018 weekly
G2.B1.S1.MA1 M387180	Formative and summative assessment data will be reviewed biweekly	Adams, Julie	8/28/2017	iReady Reading and Math data; formative and summative assessment data; FSA data	5/30/2018 biweekly
G2.B1.S1.MA1 M387181	Administrators will participate in professional development and review minutes to provide teachers...	Rivera, Meigan	8/7/2017	Training agendas, meeting minutes, actionable feedback	5/30/2018 weekly
G2.B1.S1.A1 A362348	Provide professional development in how to use differentiated instruction in the classroom.	Adams, Julie	8/7/2017	Lesson plans with feedback from coaches and administrators	5/30/2018 weekly
G2.B1.S1.A2 A362349	Provide opportunity for teachers to reflect on instructional practices and integrate actionable...	Rivera, Meigan	8/7/2017	Training materials and agendas, teacher reflection slips	5/30/2018 weekly
G1.B1.S2.MA1 M387175	Lessons will be checked while administration and resource teachers observe in classrooms to ensure...	Arias-Seijo, Ida	8/7/2017	Lesson plans and classroom observation data	5/30/2018 daily
G1.B1.S2.MA1 M387176	Lesson plans will be reviewed weekly to ensure that they meet the level of rigor needed for the...	Arias-Seijo, Ida	8/7/2017	Lesson plans	5/30/2018 weekly
G1.B1.S2.A1 A362345	Provide an area on SharePoint for teachers to post weekly lesson plans, and check them weekly.	Arias-Seijo, Ida	8/7/2017	Lesson plans	5/30/2018 weekly
G1.B1.S2.A2 A362346	Provide teachers with feedback on lesson plans on a weekly basis.	Arias-Seijo, Ida	8/7/2017	Lesson plans	5/30/2018 weekly
G1.B1.S3.MA1 M387177	Evidence of instructional improvement should be seen in subsequent classroom observations following...	Rivera, Meigan	8/28/2017	Classroom observation data	5/30/2018 daily
G1.B1.S3.MA1 M387178	Administration will pull reports from iObservation to ensure that feedback being delivered to...	Rivera, Meigan	8/28/2017	iObservation reports	5/30/2018 weekly
G1.B1.S3.A1 A362347	Administration and resource teachers will observe classroom instruction and provide actionable...	Rivera, Meigan	8/7/2017	Classroom observation data	5/30/2018 daily

V. Professional Development Opportunities

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

G1. Strengthen rigor of standards-based instruction through common planning, professional learning communities, and professional development supported by the Marzano instructional framework with a focus on use of complex text and close reading. (Division Priority #2: Investing in human capital)

G1.B1 Teachers do not fully understand the Florida Standards and Marzano's Instructional Framework.

G1.B1.S1 Provide at least two hours per week in Professional Learning Communities with instructional coaches and administration to intentionally plan using complex text and close reading aligned to the Florida Standards and Marzano's Instructional Framework.

PD Opportunity 1

Provide common planning time within the master schedule, which will include technical assistance with unwrapping and teaching the Florida Standards and employing the Marzano Instructional Framework.

Facilitator

Administration and resource teachers

Participants

Teachers

Schedule

Daily, from 8/7/2017 to 5/30/2018

PD Opportunity 2

Provide training on Florida Standards and the Florida Standards Assessments and monitor for implementation through coaching and peer support.

Facilitator

Administration and resource teachers

Participants

Teachers

Schedule

Weekly, from 8/7/2017 to 5/30/2018

G1.B1.S2 Administration, resource teachers and DPLC teacher leaders will review lesson plans and provide weekly feedback.

PD Opportunity 1

Provide teachers with feedback on lesson plans on a weekly basis.

Facilitator

Administration and resource teachers

Participants

Teachers

Schedule

Weekly, from 8/7/2017 to 5/30/2018

G1.B1.S3 Administration and resource teachers who have been trained in observing and providing feedback on Marzano's Instructional Framework will observe and provide feedback on a two-week rotation.

PD Opportunity 1

Administration and resource teachers will observe classroom instruction and provide actionable feedback to teachers to improve instruction.

Facilitator

Administration and resource teachers

Participants

Teachers

Schedule

Daily, from 8/7/2017 to 5/30/2018

VI. Technical Assistance Items

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

G2. Increase student achievement through effective differentiated culturally responsive instruction across content areas, grade levels, and areas of deficiency for ESE and ELL students. (Division Priority #1: Accelerate Student Performance)

G2.B1 Teachers lack an understanding of what instructional practices are needed for effective differentiated instruction

G2.B1.S1 Provide professional development on how to use differentiated instructional strategies for struggling students including ELL and ESE in the classroom.

TA Opportunity 1

Provide professional development in how to use differentiated instruction in the classroom.

Facilitator

Administration and instructional coaches

Participants

Teachers, student support staff

Schedule

Weekly, from 8/7/2017 to 5/30/2018

VII. Budget

1	G1.B1.S1.A1	Provide common planning time within the master schedule, which will include technical assistance with unwrapping and teaching the Florida Standards and employing the Marzano Instructional Framework.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	2110	100-Salaries	1171 - Winegard Elementary	General Fund		\$0.00
			<i>Notes: Training on intentional planning with guided practice (5 days per teacher)</i>			
2	G1.B1.S1.A2	Provide training on Florida Standards and the Florida Standards Assessments and monitor for implementation through coaching and peer support.				\$32,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	140-Substitute Teachers	1171 - Winegard Elementary	General Fund		\$32,000.00
			<i>Notes: One week of pre-preplanning for training and developing lessons, plus one planning day per teacher, per quarter.</i>			
3	G1.B1.S2.A1	Provide an area on SharePoint for teachers to post weekly lesson plans, and check them weekly.				\$0.00

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4	G1.B1.S2.A2	Provide teachers with feedback on lesson plans on a weekly basis.				\$0.00
5	G1.B1.S3.A1	Administration and resource teachers will observe classroom instruction and provide actionable feedback to teachers to improve instruction.				\$20,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	310-Professional and Technical Services	1171 - Winegard Elementary	General Fund		\$20,000.00
			<i>Notes: Kagan PD, WIDA, Preparate, NAGC, Thinking Maps</i>			
6	G2.B1.S1.A1	Provide professional development in how to use differentiated instruction in the classroom.				\$45,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	310-Professional and Technical Services	1171 - Winegard Elementary	General Fund		\$45,000.00
			<i>Notes: WIDA, Preparate, NAGC, Voyager, Fontis and Pinnell</i>			
7	G2.B1.S1.A2	Provide opportunity for teachers to reflect on instructional practices and integrate actionable feedback during PLC meetings				\$0.00
					Total:	\$97,000.00