

Orange County Public Schools

Windermere High



2017-18 Schoolwide Improvement Plan

Windermere High

5523 WINTER GARDEN VINELAND RD, Windermere, FL 34786

<https://windermerehs.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)
High School 9-12	No	32%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

Year
Grade

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 Windermere High

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.

OCPS Mission - To lead students to success with the support and involvement of families and the community.

b. Provide the school's vision statement.

OCPS - 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.

Members of the Student Services Team comprised of guidance counselors, the SAFE Coordinator, the ELL Staff Specialist, the ESE Staffing Specialist, and the Registrar frequently meet with new students and parents to welcome and introduce them to our school. Through these initial meetings Student Services personnel gather a wide variety of information about the student, his/her family, background experiences, and his/her cultural background. Frequently, much of this information is shared with those instructors who will become the student's teachers. The teachers at Windermere High are led by the Principal to learn the strengths and weaknesses of their students and to "treat the students as if they were their own". Many of our teachers are extracurricular club sponsors or athletic coaches and work with students on various activities outside the normal school day. These connections help to intensify the relationships that teachers build with students.

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

Windermere High School creates an environment where students feel safe and respected before, during, and after school by ensuring that every student is connected to an adult on campus. Teachers and coaches serve as mentors to many of our students. Our SAFE Coordinator and Guidance Counselors add another layer of support for the both social-personal and the academic needs our students. There is also high visibility of teachers, faculty, staff, and administrators before, during, and after school in all places where students are present, and where visitors enter the campus.

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.

Windermere High will implement the HERO behavior management system program school wide. The HERO program will focus on positive behavior reinforcement, classroom & campus management, and positive communication. The HERO program will create effective communication amongst students, teachers, parents, and administrators. The program will allow students to receive merits based on following school policy and procedures. However, if a student exhibits poor behavior the student will not be able to earn a positive merit based inappropriate behavior. Students are allowed to earn incentives based on point production. Teachers will also earn incentives for continuously using the HERO program and keeping students positively engaged. Since Windermere High is a new school

the five positive reinforcement behaviors are:

- Tardy to School
- Tardy to Class
- Dress Code Violation
- School Spirit
- ID Compliance

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 community at Windermere ensures students feel safe and respected because of the processes, security measures and amount of support evident at the school. Monthly meetings with faculty and staff will offer training to increase awareness and sensitivity to diverse cultures by highlighting similarities and differences as they relate to student population. During the Professional Learning Community meetings, teachers will learn how to adapt classroom instructional practices to meet the needs of students with varying cultural background to decrease behaviors and improve academic achievement. Teacher will document classroom occurrences on student intervention forms (provided by administration) and are required to implement interventions before submitted referrals. Processes for reporting and investigation of all incidents are outlined for administration and staff in handbooks and discipline procedures guidelines. Administrators are trained on reporting and investigating all reports of bullying every year. Guidance counselors, administrators, social workers, psychologist and the school resource officers provide students with a healthy, nurturing, and caring environment with implementation of Positive Behavioral Interventions and Supports. Positive Behavior Intervention and Support is a process for creating school environment at Windermere High School that is more collegial and effective in achieving academic and social goals.

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 below 90 percent: students participate in a Child Study Team; progress motioning of the student; students are placed on improvement plans and monitored.

One or more suspensions: students are monitored through dean; placed on an improvement plans as needed; parents called into office to discuss the plans to guarantee success.

Course failure or below proficiency in ELA or math: course recovery and/or tutoring are offered to students.

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	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	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	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Through frequent progress monitoring efforts, students are consistently identified who display less than adequate performances in two or more areas of established early warning indicators. In response, the school's Child Study Team regularly meets to discuss existing barriers with parents of students identified with less than adequate attendance and academic performances. Improvement Plans are utilized to assist students in developing and meeting identified goals towards regularly attending school and improving their academic performances. Referrals are put in place connecting students and their families to needed school-based and community resources that provide additional assistance through comprehensive school counseling programs with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions.

MTSS members regularly set aside time to engage in planned discussions towards meeting the needs of identified students who display less than adequate performances in two or more areas of early warning indicators. Specific meetings are planned and scheduled to problem solve and create action plans that will assist at-risk students in being successful. The team also monitors established plans to see if provided interventions are working over a period of time and the desired goals are reached by the students.

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?

No

1. PFEP Link

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

2. Description

Due to the opening of the new school Windermere High School has excellent parental and community involvement. The school has a strong connection to parents and the community through social media, website, and other forms of communication.

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.

Windermere High School builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement. School liaisons collaborate with members of the community and potential partners to inform them of the positive opportunities for students at Windermere High School in an effort to gain and/or sustain their support. Collaboration efforts are created by the school for the community to participate, i.e. PTSO and SAC

meetings, College/Career Readiness Partnerships, Weekly College Visits, Mentorship Programs, and Academic Consortium of Scholars.

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
Guthrie, Douglas	Principal
Heinz, Lyle	Assistant Principal
Linehan, John	Assistant Principal
Robb, Sheri	Assistant Principal
Granberry, Keyonata	School Counselor
Hernando, Roxana	Other
Michielssen, Whitney	School Counselor
McCormick, Kelly	Instructional Coach
Greene, Stephanie	Instructional Coach

b. Duties

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

Our administrative branch of the leadership team is comprised of the principal and the three assistant principals who divide duties each containing several PLC groups which they will monitor throughout the school year. The assigned administrator supports the PLCs' efforts by meeting with each PLC in a formal monthly meeting to observe and answer questions as questions arise that will aid the teachers as they work toward student success, and meeting School Improvement goals. Having multiple PLCs to monitor, the administrators will meet with a different PLC group each week of the month.

Our instructional branch of the leadership team comprised of our CRT, Reading Coach, Advanced Placement Coordinator and Guidance Coordinator will be aware of all SIP goals and will support the School Improvement Plan by participating in PLC groups to which they will be assigned. The instructional coaches are responsible for providing on going faculty development. In addition the coaches support and answer questions of the PLC members as needed, assist with the creation of unit lesson plans, guide data discussions of common classroom assessments along with state and county benchmark assessments, and will help with the analysis of data to direct instruction if needed to assist PLCs to reach the goals set forth in the School Improvement Plan. The coaches also will be sure that all information from the principal designated for the PLCs is shared with the PLC lead.

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.

Windermere High School will utilize the MTSS three-tiered model of support. Teachers will meet in Professional Learning Community (PLC) teams on a weekly basis to review and monitor student data. The data will be based on historical data such as End-of-Course Exams, Florida Standards

Assessment results, and teacher created formative assessments. The PLC teams will have collaborative discussions on the successful strategies that lead to student mastery of content. Through the assessments the teachers will identify students needs and work towards implementing these strategies in their classroom. The MTSS team will also attend the meetings to provide support and resources to the teachers. The budgetary decisions are made by the principal in collaboration with the Faculty Advisory Committee, and the leadership team.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Douglas Guthrie	Principal
Keyonata Granberry	Parent
Kelly Johnson	Parent
Katelyn Gelin	Parent
Linda Gelin	Parent
Jane Brenner	Parent
Jane Dunkelberger	Parent
Jackie Hernandez	Parent
Sergio Zimath	Parent
Lawanda White	Parent
Angela Kalogeropoulos	Parent
Christine Crenshaw	Parent
Sharon Rumney	Parent
Marci Sgarroni	Parent
Michelle Mungall	Parent
Carolin Warren	Parent
Yolianne Amadeo	Parent
Rakesh Singh	Parent
Cristina Coleman	Parent
Clarence Ademu-John	Parent
Stacy Rime	Parent
Kristin Wilkin	Teacher
Lamanda Farrar	Teacher
Shavvi Houston	Student
Calvin Carter	Student
Miosotiz Contreras	Education Support Employee

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

NA

b. Development of this school improvement plan

Since Windermere High is a new school the SAC will just be forming as we complete the SIP. The SAC will be given the opportunity to review and provide feedback on the SAC. The completed draft will be reviewed and approved by SAC.

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

The schools budget is developed each spring after student course selection is completed. The course request determine the master schedule, which informs the need for teachers in each subject area. The majority of the budget is allocated to staff salaries and benefits. Remaining dollars are allocated to departmental supplies, professional development, copy paper, online textbook and resources, and other technology. The proposed balanced budget is reviewed by FAC budget committee including SAC members and submitted to OCPS for final approval.

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

NA

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

No

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
Guthrie, Douglas	Principal
McCormick, Kelly	Instructional Coach
Greene, Stephanie	Instructional Coach
Williams, Kelly	Instructional Media
Greer, Jason	Teacher, K-12
Heinz, Lyle	Assistant Principal
Linehan, John	Assistant Principal
Robb, Sheri	Assistant Principal

b. Duties

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

The Literacy Leadership Team (LLT) promotes literacy by promoting Celebrate Literacy Week and the million word campaign. The team provides supports to the students in the reading lab and through other online programs available to students in and out of school. The team has promoted and

recruited students to participate in the battle of the books and involved other clubs in activities centered on literacy.

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.

Because we are a new school, the majority of our faculty came together for five days of planning over the summer. During that time, they worked together in their Professional Learning Communities and gained a head start for the school year.

Below are the guiding questions for all of our Professional Learning Communities:

1. Based on the standards, what is our instructional focus?
2. What are the best instructional strategies to guide this work?
3. How will we know when students have mastered the standard/s?
4. How will we respond when they haven't mastered what has been taught? How will we provide enrichment for those who have?

Using the newly created CRMs as a resource, our PLCs are working collaboratively to develop engaging and rigorous standards-based unit lesson plans. In order for this to happen, the PLCs must work backwards from the common summative assessment so that there is a deep understanding of what the student must know in order to fully master the standards taught. Because of the emphasis on mastery of the standard/s, the collaborative work of the PLC includes several common formative assessments that provide immediate feedback. This emphasis on formatives paves the way to mastery and tells the teacher if the students are ready for the summative assessment or if re-teaching needs to occur.

The information gained from formative assessments becomes front and center in the work of the PLC. Data from these discussions drives the instruction before a summative assessment is given.

In order for the collaborative work to start, the PLCs met and created positive team norms to guide their work and are meeting three times a week in a formal setting for discussion and data analysis. While every PLC has a lead member, all members share in the work of their particular PLC.

In addition, the PLCs will take part in lesson studies to further improve their instructional practices.

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

1. Beginning Teacher PLC
2. Mentoring Relationships
3. Acceptance of college interns
4. Peer Collaboration within subject area Professional Learning Communities
5. Professional Development throughout the school year

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

Dependent upon need and level of experience, the teachers are paired with like-subject, highly qualified mentors. Mentoring activities are guided by the Curriculum Resource Teacher in both formal and informal settings.

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.

Orange County Public Schools 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 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.

Each professional learning community creates common assessments which are standards based. After each assessment the PLC examines the data. Instruction is then differentiated to include the reteaching of standards to some and the enrichment and deeper understanding for others. Additional support is available to the students after school and on Saturdays to support all students in mastering each standard.

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: 2,400

Tutoring is available in all subject areas.

Strategy Rationale

Teachers identify areas in which student need support and practice so to show mastery in the concepts and standards throughout the year.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Newcomer, Amanda, amanda.newcomer@ocps.net

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

Summative and formative assessments are tracked by the teachers.

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.

All members of Windermere High school staff participate in professional learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about instructional practices that promotes student engagement and yields high student learning. We also visit feeder middle schools through consortium meetings. Students visit tech center and colleges to see additional opportunities that are available. Students participate in several opportunities where the colleges visit the campus and provide students information and expectations of the college life after high school.

The district offers a college day where juniors attend and can speak to a variety of college admissions officers.

The guidance counselors and the College and Career Specialist hosts presentations for the students, parents and community members in our college and career center, like college essay writing, FAFSA boot camps, and college application process.

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.

Windermere High School's pre-majors and pathways pave the way for students to explore the world around them and actively seek possibilities and explore options for their future. The active promotion of increased student participation and performance through our in Advanced Placement, dual enrollment, and career technical courses prompts counselors to meet with students in classes and individually to discuss goals,

courses offered, career opportunities and college visits with admissions representatives. We will be implementing the Naviance system to help our students research colleges and prepare for college admission. Students will be receiving information about colleges and careers through our social media platforms and the naviance system. Each student also creates an individual plan for academic success with his or her counselor. Additionally, Guidance Services works collaboratively with colleges to inform and support students and parents in graduation and college readiness goals.

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

Students are encouraged to take courses that pertain to their career aspirations both at Windermere High School and Orange Technical College. Students have the possibility of earning over 100 different industry certifications between the courses that we offer at Windermere High School and through our partnership with Orange Technical College. Teachers incorporate real-life examples into their lessons in order to increase course relevance to possible future career endeavors. Examples include household chemistry, math pertaining to home budgets, Geometry as it relates to construction, etc.

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

Students are encouraged to take more rigorous courses including honors, advanced placement, Valencia Community College Dual Enrollment, UCF Dual Enrollment, and UF Dual Enrollment and Orange Technical College dual enrollment. Students are also encouraged to take the PSAT, SAT and ACT test during their junior year and their senior year. The PSAT and SAT are also administered during the school day for all juniors. Students have a one-on-one device and this technology implementation will increase rigor in the classroom and provide student exposure to 21st century skills.

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 school leadership team reviews student achievement data and provides assistance to specific students as needed. Counselors conduct classroom guidance and individual counseling sessions with students placing an intense focus on the promotion of increased student participation and performance in Advanced Placement coursework, dual enrollment, and orange technical college. College readiness workshops for students are offered to include meetings held with parents (i.e. parent academies) to explain their role in assisting students with being ready for college.

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.** Windermere High School will participate in and incorporate strategies from the District Professional Learning Communities (DPLC) across all content areas to improve literacy.

- G2.** Windermere High School will establish and effectively use standards based instruction by all PLC's. PLC members will collaborate with each other and the DPLC members to have a high impact on student achievement on the FSA.

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. Windermere High School will participate in and incorporate strategies from the District Professional Learning Communities (DPLC) across all content areas to improve literacy. 1a

G095280

Targets Supported 1b

Indicator	Annual Target
Effective+ Teachers (VAM)	109.0

Targeted Barriers to Achieving the Goal 3

- Establishing an effective method to get information from the DPLC members to the entire staff. The members of the DPLC will need to find a way to get information and strategies to the other members of their content area.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Online platforms such as canvas and google drive, Curriculum Resource Teacher, Common Planning, and Wednesday planning time.

Plan to Monitor Progress Toward G1. 8

The administration will continuously review iobservation data and scores for teachers. In addition the team will analyze student data from PMA's and common assessments to be sure the improved strategies are leading to student success.

Person Responsible

Douglas Guthrie

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

The teacher evaluation rating will provide the evidence of improved instruction strategies gained from DPLC.

G2. Windermere High School will establish and effectively use standards based instruction by all PLC's. PLC members will collaborate with each other and the DPLC members to have a high impact on student achievement on the FSA. 1a

G095281

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	72.0
FSA Mathematics Achievement	60.0

Targeted Barriers to Achieving the Goal 3

- Windermere High school is new and the PLC's are forming for the first time. Teachers and administrators are learning each other's understanding of the standards and how to teach to the level of those standards.
- Teachers need time to meet and collaborate within their PLC's. Time together is needed for the new teams to create a collaborative environment that focuses on effective standards based instruction and assessments.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Professional Learning Community, Curriculum Resource Materials, PLC team planning and data analysis, CPALMS, PMA's and item specifications

Plan to Monitor Progress Toward G2. 8

PLC's and administration will review data from common assessments and PMA's to ensure the instruction is leading to student success. The assessments will be written at the level of the standard and the data from them will indicate the student progress.

Person Responsible

Douglas Guthrie

Schedule

Monthly, from 9/4/2017 to 5/31/2018

Evidence of Completion

The common assessment data will continuously provide feedback on student progress.

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. Windermere High School will participate in and incorporate strategies from the District Professional Learning Communities (DPLC) across all content areas to improve literacy. **1**

 G095280

G1.B1 Establishing an effective method to get information from the DPLC members to the entire staff. The members of the DPLC will need to find a way to get information and strategies to the other members of their content area. **2**

 B256483

G1.B1.S1 The DPLC members will lead the content meeting to share information and strategies brought back from the DPLC one Wednesday a month. The teachers will also share information through online platforms such as canvas and google drive. **4**

 S271257

Strategy Rationale

The DPLC members will receive the direct instruction at the DPLC meetings. Those teachers will then share the strategies with remaining staff and implementation of those strategies should increase student literacy in all contents.

Action Step 1 **5**

The DPLC members will attend DPLC meetings and distribute the information to the entire instructional staff by content area through face to face meetings and online platforms.

Person Responsible

Douglas Guthrie

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

The leadership team will monitor the online platforms and attendance of teachers in PLC meetings.

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

Administration will work with CRT and DPLC members to develop effective methods to train teachers on the strategies gained from the DPLC. The team will work together to ensure teachers able to understand and implement new strategies.

Person Responsible

Kelly McCormick

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Administration and instructional support will observe classroom instruction and identify specific strategies to be implemented through the DPLC to ensure the proper use of the strategies. iobservation data will be show the effectiveness of the teachers strategies.

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

Administrators will attend and monitor the attendance of teachers at weekly and monthly meeting as well as the usage of strategies in the classroom.

Person Responsible

Douglas Guthrie

Schedule

Monthly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Administration will collect agendas, attendance, and minutes from PLC meetings as well as using iobservation to track the implementation of strategies.

G2. Windermere High School will establish and effectively use standards based instruction by all PLC's. PLC members will collaborate with each other and the DPLC members to have a high impact on student achievement on the FSA. 1

G095281

G2.B1 Windermere High school is new and the PLC's are forming for the first time. Teachers and administrators are learning each other's understanding of the standards and how to teach to the level of those standards. 2

B256484

G2.B1.S1 Administration and Instructional support staff will observe classroom instruction and provide the teachers with feedback. The focus will be on the standard and are assignments to the level of the standard. 4

S271258

Strategy Rationale

The observations will allow the administration to analyze the level of instruction in the classrooms. The feedback will provide teachers with an understanding of the level of instruction needed to meet the standard.

Action Step 1 5

The administration will provide consistent feedback to teachers. Instructional support staff will provide teachers support in using resources available.

Person Responsible

Douglas Guthrie

Schedule

Daily, from 8/14/2017 to 5/31/2018

Evidence of Completion

By ensuring the level of instruction is at the level of the standard, we should see an increase in student performance on ELA and Math scores.

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

Administration will examine the observations to identify that the level of instruction is to the standard.

Person Responsible

Douglas Guthrie

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Administration will meet weekly to discuss the observations for each week.

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

Administration will attend PLC meetings to assist in access to resources. The administration will provide feedback to the PLC as a whole and assist in getting everyone in the PLC to teaching at the level of the standard.

Person Responsible

Douglas Guthrie

Schedule

Biweekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Administration will review common assessments to make sure PLC is teaching and assessing to the standard.

G2.B2 Teachers need time to meet and collaborate within their PLC's. Time together is needed for the new teams to create a collaborative environment that focuses on effective standards based instruction and assessments. **2**

 B256485

G2.B2.S1 Provide teachers with time to collaborate and get to know each others strengths. Provide time over the summer and have common planning in the master schedule to allow the teachers to meet. **4**

 S271259

Strategy Rationale

By working together and everyone bringing a set of skills the team will build each others understanding of effective instruction at the level of the standard. The building of the knowledge will lead to greater student success.

Action Step 1 **5**

Teachers will be compensated to attend professional development on PLC expectations and provided time to work with their PLC over the summer.

Person Responsible

Kelly McCormick

Schedule

Weekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

The teachers will complete forms on the work completed and Kelly McCormick will collect and review.

Action Step 2 **5**

Teachers will have common planning with other members of their PLC.

Person Responsible

Lyle Heinz

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

The master schedule will reflect common planning for PLC members. During the planning time the teachers will create lesson plans, common assessments, and analyze student performance data.

Action Step 3 5

Windermere High School will operate a testing center after school. The testing center will allow students to take assessments in a central location. This will free up the teachers to meet and plan after school.

Person Responsible

Schedule

Daily, from 10/16/2017 to 5/31/2018

Evidence of Completion

The testing center will collect sign in sheets and track the number of students and teachers utilizing the testing center. Teachers will post lesson plans created by the extra meeting time.

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

The administration and instructional support staff will observe the PLC meetings and provide resources when necessary. Lesson plans and common assessments will be reviewed by administration.

Person Responsible

Kelly McCormick

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

The teachers will have a sign in sheet and provide feedback on the increased understanding of standards based on the PLC meetings. Student performance data will be analyzed to monitor success of increased planning time.

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

Kelly McCormick will collect feedback forms at the end of the week in July. Administration and instructional support will continue to monitor PLC's understanding of standards based instruction through lesson plans and common assessments.

Person Responsible

Kelly McCormick

Schedule

Quarterly, from 8/7/2017 to 6/1/2018

Evidence of Completion

The PLC's will develop lesson plans and common assessments. The lesson plans and assessments will be reviewed to ensure instruction is at the level of the standards.

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					
G2.MA1 M388644	PLC's and administration will review data from common assessments and PMA's to ensure the...	Guthrie, Douglas	9/4/2017	The common assessment data will continuously provide feedback on student progress.	5/31/2018 monthly
G2.B1.S1.MA1 M388640	Administration will attend PLC meetings to assist in access to resources. The administration will...	Guthrie, Douglas	8/14/2017	Administration will review common assessments to make sure PLC is teaching and assessing to the standard.	5/31/2018 biweekly
G2.B1.S1.MA1 M388641	Administration will examine the observations to identify that the level of instruction is to the...	Guthrie, Douglas	8/14/2017	Administration will meet weekly to discuss the observations for each week.	5/31/2018 quarterly
G2.B1.S1.A1 A363585	The administration will provide consistent feedback to teachers. Instructional support staff will...	Guthrie, Douglas	8/14/2017	By ensuring the level of instruction is at the level of the standard, we should see an increase in student performance on ELA and Math scores.	5/31/2018 daily
G2.B2.S1.A3 A363588	Windermere High School will operate a testing center after school. The testing center will allow...		10/16/2017	The testing center will collect sign in sheets and track the number of students and teachers utilizing the testing center. Teachers will post lesson plans created by the extra meeting time.	5/31/2018 daily
G1.MA1 M388639	The administration will continuously review iobservation data and scores for teachers. In addition...	Guthrie, Douglas	8/14/2017	The teacher evaluation rating will provide the evidence of improved instruction strategies gained from DPLC.	6/1/2018 monthly
G1.B1.S1.MA1 M388637	Administrators will attend and monitor the attendance of teachers at weekly and monthly meeting as...	Guthrie, Douglas	8/7/2017	Administration will collect agendas, attendance, and minutes from PLC meetings as well as using iobservation to track the implementation of strategies.	6/1/2018 monthly
G1.B1.S1.MA1 M388638	Administration will work with CRT and DPLC members to develop effective methods to train teachers...	McCormick, Kelly	8/14/2017	Administration and instructional support will observe classroom instruction and identify specific strategies to be implemented through the DPLC to ensure the proper use of the strategies. iobservation data will be show the effectiveness of the teachers strategies.	6/1/2018 monthly
G1.B1.S1.A1 A363584	The DPLC members will attend DPLC meetings and distribute the information to the entire...	Guthrie, Douglas	8/14/2017	The leadership team will monitor the online platforms and attendance of teachers in PLC meetings.	6/1/2018 monthly
G2.B2.S1.MA1 M388642	Kelly McCormick will collect feedback forms at the end of the week in July. Administration and...	McCormick, Kelly	8/7/2017	The PLC's will develop lesson plans and common assessments. The lesson plans and assessments will be reviewed to ensure instruction is at the level of the standards.	6/1/2018 quarterly
G2.B2.S1.MA1 M388643	The administration and instructional support staff will observe the PLC meetings and provide...	McCormick, Kelly	8/14/2017	The teachers will have a sign in sheet and provide feedback on the increased understanding of standards based on the PLC meetings. Student performance data will be analyzed to monitor success of increased planning time.	6/1/2018 weekly
G2.B2.S1.A1 A363586	Teachers will be compensated to attend professional development on PLC expectations and provided...	McCormick, Kelly	8/7/2017	The teachers will complete forms on the work completed and Kelly McCormick will collect and review.	6/1/2018 weekly
G2.B2.S1.A2 A363587	Teachers will have common planning with other members of their PLC.	Heinz, Lyle	8/14/2017	The master schedule will reflect common planning for PLC members. During the planning time the teachers will create lesson plans, common assessments, and analyze student performance data.	6/1/2018 daily

V. Professional Development Opportunities

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

G2. Windermere High School will establish and effectively use standards based instruction by all PLC's. PLC members will collaborate with each other and the DPLC members to have a high impact on student achievement on the FSA.

G2.B2 Teachers need time to meet and collaborate within their PLC's. Time together is needed for the new teams to create a collaborative environment that focuses on effective standards based instruction and assessments.

G2.B2.S1 Provide teachers with time to collaborate and get to know each others strengths. Provide time over the summer and have common planning in the master schedule to allow the teachers to meet.

PD Opportunity 1

Teachers will be compensated to attend professional development on PLC expectations and provided time to work with their PLC over the summer.

Facilitator

Kelly McCormick, Stephanie Greene, Kelly Williams, Amanda Newcomer

Participants

Instructional staff of Windermere High School

Schedule

Weekly, from 8/7/2017 to 6/1/2018

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	The DPLC members will attend DPLC meetings and distribute the information to the entire instructional staff by content area through face to face meetings and online platforms.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000	140-Substitute Teachers	1908 - Windermere High	School Improvement Funds		\$0.00
2	G2.B1.S1.A1	The administration will provide consistent feedback to teachers. Instructional support staff will provide teachers support in using resources available.				\$0.00
3	G2.B2.S1.A1	Teachers will be compensated to attend professional development on PLC expectations and provided time to work with their PLC over the summer.				\$8,706.85
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3610	100-Salaries	1908 - Windermere High	General Fund		\$8,706.85
4	G2.B2.S1.A2	Teachers will have common planning with other members of their PLC.				\$0.00
5	G2.B2.S1.A3	Windermere High School will operate a testing center after school. The testing center will allow students to take assessments in a central location. This will free up the teachers to meet and plan after school.				\$2,640.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3610	100-Salaries	1908 - Windermere High	School Improvement Funds		\$2,640.00
Total:						\$11,346.85