

Orange County Public Schools

# Windy Ridge K 8



2017-18 Schoolwide Improvement Plan

## Windy Ridge K 8

3900 BEECH TREE DR, Orlando, FL 32835

<https://windyridgek8.ocps.net/>

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Combination School PK-8	No	56%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	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 Windy Ridge K 8

DA Region and RED	DA Category and Turnaround Status
Southeast - <a href="#">LaShawn Russ-Porterfield</a>	- 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.

In order for teachers to learn about student cultures and to focus on building relationships, the school conducts a student survey once a year. The survey is used to obtain information about student interest and pertinent background information. Student survey results were shared at pre-planning and teachers developed solutions regarding student concerns in small groups. The information was shared with all faculty and administrators for consideration and planning.

Teachers participated in professional development during pre -planning on establishing student relationships. This is a component of our school-wide Positive Behavior Support PBS program and also a part of Marzano's instructional strategies. Teachers build relationships with students throughout all grade levels by sharing academic and behavioral expectations and creating an environment where students feel comfortable. Parents are kept informed through written and oral communication for instance teacher parent weekly newsletters, Connect Orange with important school events and reminders, Student's planners, Parent Teacher Association monthly newsletter.

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

The building is clean, inviting, and conducive to learning. There are school-wide procedures and expectations that apply to all classrooms and common areas of the school. Staff members are encouraged to try and give three positive interactions with students. This will have students feeling respected by all adults. Windy Ridge has a school-wide safety plan in place and all staff members adhere to the Safe School Plan. Safety precautions are in place throughout the day with all staff members taking part in arrival and dismissal procedures. During pre-planning, an overview of Restorative Justice was presented to middle school faculty members and the leadership team. Restorative Justice guidelines and procedures were discussed further and teachers participated in Restorative Justice "circles" to understand how the strategy builds and fosters relationships among students and themselves.

##### 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.

PBS- Positive Behavior System is used school wide with consistent reinforcement of school rules and procedures. H.A.W.K (Honesty; Awesome attitude; Willing to help; Kindness; Stay safe at all times) Bucks are used to promote positive behavior and recognize good choices. Students are also

recognized on the morning announcements and we have implemented a Student of the Month throughout classrooms. Students trade HAWK bucks in the HAWK store for small tokens and prizes. Classrooms use the PBS- Positive Behavior System throughout the school day. Teachers work with the assistant principal to provide interventions for students with consistent misbehavior incidents by tracking behavior, keeping track of student behaviors on a behavior chart, and by working with parents to reinforce positive choices rather than negative ones. When discipline referrals must be written, parent contact is made, and decisions are made according to the OCPS Code of Conduct. Interventions are put into place to prohibit repeated misbehavior and referrals. All teachers are trained during pre-planning meetings to understand the Code of Conduct and the process for handling classroom misbehavior and writing discipline referrals.

**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.**

There are several levels of service where all social emotional needs are met. Individual student behavior concerns are addressed during grade level data chats to ensure appropriate interventions are put in place to support the social-emotional needs of our students. Teachers will also utilize Restorative Justice procedures to minimize potential harm and rebuild relationships among our middle school students. Teacher and community mentors are provided for students that need the social emotional counseling. Student and peer counseling is also provided to help with emotional needs and mentoring. Our guidance counselors work individually with students and provides classes to students and parents through counseling sessions. Furthermore, as a cluster ESE school the results of our BPIE assessment support a least restrictive environment for students with specific disabilities. Additionally, our 2017-2018 BPIE goal is to increase professional development and side by side coaching and modeling of teachers to ensure that the socio- emotional needs of the students are being met.

### 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.**

Windy Ridge has three academic coaches that are responsible for monitoring the academic proficiency of students in specific content areas. The guidance counselors review grades throughout the school year and meets regularly with struggling students. The guidance counselors and academic coaches provide parents, students, and teachers assistance with tutoring opportunities, scheduling conferences, mediation, and SAFE services. Attendance is monitored by the leadership team and the registrar. When students have multiple absences, the Child Study Team meets regarding the student's attendance. The dean monitors student's suspensions and the school's behavioral team meets regularly to review behavioral data trends. Course failure-students that have failed or scored a level 1 on statewide assessments have been targeted for Tier II or Tier III interventions as well as additional tutoring opportunities.

**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	24	22	15	14	9	16	2	3	5	0	0	0	0	110
One or more suspensions	0	0	0	2	3	7	5	3	2	0	0	0	0	22
Course failure in ELA or Math	3	2	5	11	21	35	13	16	13	0	0	0	0	119
Level 1 on statewide assessment	0	0	0	39	40	33	8	5	4	0	0	0	0	129

**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	1	0	11	14	25	6	3	4	0	0	0	0	66

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

Before and after school tutoring will be offered for identified students in grades 3-8. Teacher and administrators meet biweekly to discuss data and concerns they have regarding students in their classrooms. The Behavior Leadership Team meets twice a month to discuss current behavior data, including referrals and suspensions, and monitors the effectiveness of our school-wide behavior plan. During these meetings, individual students can be identified and provided additional support or counseling if needed. The Child Study Team meets to discuss truancy and excessive tardiness with the parents. An attendance plan is put in place to help the parents have the student attend school regularly and to be in on time. The MTSS team meets to develop a plan to ensure student success. The team meets monthly to view the progress monitoring of the identified student to determine if the interventions are effective.

**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**

At Windy Ridge, we have a high rate of parental involvement. More than half of our parents attend various events in the daytime and the evening. Parents serve on various committees such as the School Advisory Council, Parent Leadership Council, and Parent Teacher Association. It is through the collaboration of these three organizations that decisions are made in order to increase student learning and strengthen the relationship between the school, our families and the community. In order to achieve our target for this year, it is recommended that events are combined or meetings held before/after functions to increase parent attendance. To increase our parent involvement, we will host more evening events and staggered meeting times and/or dates.

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

Windy Ridge has a Partner in Education coordinator, a Teach In coordinator and an ADDitions coordinator that build and sustain partnerships with community and business stakeholders. Through these relationships, resources and other services for students can be obtained to support student achievement and sustain our community partnerships.

**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
Webley, Tracy	Principal
Matthews, Laura	Instructional Coach
McCarthy, Sarah	Instructional Coach
Hoffman, Noreen	Assistant Principal
VanSickle, Keri	School Counselor
Cotelo, Katelyn	Instructional Coach
Malloy, Marjorie	Instructional Coach
Childs, Susan	Other
Herrera, Jacqueline	Assistant Principal
Spolski, Sarah	Other
Brooks-Romney, Merlyn	Instructional Coach
Bower, Belinda	Instructional Coach
Ly, Refman	Dean

**b. Duties**

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

Tracy Webley, Principal:

Ms. Webley provides guidance for the Leadership Team and ensures all aspects of the school are functioning as effectively as possible. Through her leadership, the team is able to make decisions about students. Ms. Webley meets with and instructs all members of the leadership team on instructional practices and provides observation feedback to teachers. The team is then able to determine and implement best practices based on the needs of the students. Ms. Webley also ensures that the team is implementing common planning effectively. Ms. Webley also provides opportunities for professional development. She is responsible for the overall operation of the school.

Ms. Jacqueline Herrera and Ms. Noreen Hoffman, Assistant Principals:

Ms. Herrera and Ms. Hoffman also provide guidance for the Leadership Team. Through their leadership, the team is able to make decisions about students. The team is then able to determine and implement best practices based on the needs of the students. Ms. Herrera and Ms. Hoffman also work closely with K - 2 and the middle school teachers on the effective implementation of the core

reading series.

Ms. Laura Matthews, Curriculum Resource Teacher (CRT):

Ms. Matthews provides various resources to the staff and parents. Ms. Matthews also analyzes data with teachers and researches scientifically-based curriculum and intervention programs. She collaborates with the instructional coaches to assess students early and ensure that interventions are in place. She ensures that teachers have the necessary data to make informed decisions about students. Additionally, Ms. Matthews participates in common planning.

Mr. Refman Ly, PASS:

Mr. Ly meets with the Positive Behavior Support Team monthly. He provides coaching to individuals and small groups of teachers. He works with teachers to analyze student behavior data and provide support when necessary.

Ms. Katelyn Cotelo, Reading/ Writing Coach:

Ms. Cotelo provides research-based suggestions for intervention and instruction in reading. Ms. Cotelo provides guidance on all reading curriculum and intervention programs. Ms. Cotelo supports data collection, assists in data analysis, and provides professional development opportunities for all staff members. Ms. Cotelo works with the CRT and teachers to implement Tier 1, Tier 2, and Tier 3 interventions. Additionally, Ms. Cotelo oversees and participates in common planning and helps create formative assessments.

Ms. Sarah McCarthy, Math Coach:

Ms. McCarthy provides research-based suggestions for intervention and instruction in math. Ms. McCarthy provides guidance on all math curriculum and intervention programs. Ms. McCarthy supports data collection, assists in data analysis, and provides professional development opportunities for all staff members. Ms. McCarthy also works with the Principal and teachers to implement Tier 1, Tier 2, and Tier 3 interventions. Additionally, Ms. McCarthy oversees and participates in common planning and helps create formative assessments.

Ms. Marjorie Malloy, Science Coach:

Ms. Malloy provides research-based suggestions for intervention and instruction in science. She provides guidance on all science curriculum. Ms. Malloy supports data collection, assists in data analysis, and provides professional development opportunities for all staff members in DQ 3 & 4.

Ms. Sarah Spolski and Ms. Belinda Bower, Staffing Specialist/MTSS Coach:

Ms. Spolski and Ms. Bower provide resources to the staff regarding MTSS. Ms. Bower collects and analyzes the data in order to implement tiered interventions. Ms. Spolski facilitates meetings in the MTSS process with the MTSS team. They collaborate with the teachers to implement the proper interventions based on the students' needs. Ms. Bower monitors the implementation of interventions by holding data chats, classroom observations and team meetings. Ms. Spolski provides professional development to staff on the MTSS process. They work with the school psychologist to identify specific student needs and assisting with Tier 3 interventions. Ms. Spolski also completes all ESE documentation for compliance.

Ms. Susan Childs, Assessment Coordinator:

Ms. Childs oversees all assessments and assessment related professional development. Ms. Childs helps with intervention schedules and interventions.

Ms. Keri VanSickle and Ms. Merlyn Brooks-Romney,

Ms. VanSickle and Ms. Brooks-Romney work with staff regarding all guidance issues. They teach character development classes weekly throughout the school. They work in small groups with students who have issues with behavior, social skills, divorce or death.

**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.**

Teachers identify students at risk based on classroom performance and assessment data. The MTSS team meets to discuss appropriate interventions and strategies to address identified student needs. The principal assigns tasks to team members regarding instructional materials, who will provide required intervention, and progress monitoring duties.

Bi-weekly data meetings are held with each grade level to discuss student progress. Our MTSS Leadership Team meet as a group monthly to discuss students' academic progress and data, as well as staff training and support. The MTSS Leadership Team members also meet biweekly with grade level teachers to review universal screening data and link instructional decisions. They review progress monitoring data at the grade level and classroom level to identify students who are meeting and/or exceeding assessments at moderate risk, or at high risk for not meeting formative assessments. The team then identifies and develops intervention, enrichment, and problem solving plans for students. The team will collaborate regularly to problem solve, share effective practices, evaluate action plans, make decisions, and practice new processes and skills. The MTSS Leadership Team will work with staff to facilitate the process of building consensus and increasing the infrastructure of the program.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Tracy Webley	Principal
Joanna Bradford	Parent
Althea Jackson	Parent
Jackie Ramsey	Business/Community
Karen DePriest	Parent
Anna Fidelo	Teacher
Catherine Thompson	Parent
Todd Wegner	Business/Community
Kimberly Buchan	Parent
Marta Heistand	Teacher
Theresa Mcneil	Parent
Claudia Genovese-Martinez	Parent
Stacey Jackson Russo	Parent
Kurt Meusel	Parent
Ruth Rodriguez	Teacher

### 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*

Last year's school improvement plan was structured in a similar format with many of the same barriers and goals which were impeding the progress of our students. Curriculum goals that were not met last year will be addressed.

*b. Development of this school improvement plan*

The SAC met formally throughout the year to review the School Improvement Plan and make suggestions for the upcoming school year. This year's SAC will continually monitor the implementation of our SIP and offer suggestions and ideas for changes to the proposed strategies and barriers in the School Improvement Plan.

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

School improvement funds will be used to provide technology for teachers to use in the classroom.

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

School improvement funds allocated last year were utilized for technology and the District paid for Brain Pop.

**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.*

During the October meeting, the school will be in compliance.

**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
Webley, Tracy	Principal
Hoffman, Noreen	Assistant Principal
Matthews, Laura	Administrative Support
Cotelo, Katelyn	Instructional Coach
Herrera, Jacqueline	Assistant Principal
Spolski, Sarah	Administrative Support

**b. Duties**

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

Initiatives for the LLT this year include the following: implementation of MTSS, differentiated instruction throughout all core reading classes, Webb's Depth of Knowledge to increase rigor in the classroom, i-Ready ELA (English Language Arts)/ Math Program, implementation of the Florida State Standards, working collaboratively through Professional Learning Communities, utilization of the supplemental i-Ready ELA / Math program to support differentiation, and the K-12 Writing Plan to support the new writing standards. The LLT will work with teachers to implement state standards by analyzing student data through state and district assessments as well as formative assessments in all

content areas. The LLT will help enhance best practices by providing literacy learning opportunities throughout the year. The team will also focus on the diagnosis and remediation of low performing students.

The LLT will develop a plan of focused instruction that will direct teachers across all curriculum areas, including electives. Our literacy focus is to improve reading and writing in all subject areas. Teachers will work collaboratively developing a school literacy system. All teachers will participate in professional development which include the following: teaching student-owned literacy strategies, incorporating evidence based vocabulary instruction, and strategically using higher order questioning. Professional development will also focus on adding value to standard based scales with the inclusion of descriptors of student evidence matching the rigor and intent of the benchmark. The middle school language arts department will utilize Springboard resources to support literacy. The LLT will focus on major initiatives to promote reading and literacy by promoting school-wide reading events and our writing plan (timed writing across the content areas). Teachers will participate in all programs that motivate and encourage students to read (Accelerated Reader).

#### **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.**

Each grade level team has scheduled PLCs (Professional Learning Communities) during common planning times. Teams will meet with the instructional coaches to complete lesson plans for ELA, math and science. Teachers and coaches share best practices and instructional strategies pertinent to the lessons being planned. Coaches support teachers with positive and constructive feedback during meetings and after classroom observations. Instructional coaches also work collaboratively with the teachers in creating formative assessments to address student proficiency.

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

The administrative team at Windy Ridge K-8 School creates a strong sense of community among the staff through team building and professional development activities. Teachers will work collaboratively in order to build teacher capacity and strong relationships with faculty members.

Windy Ridge actively seeks to recruit and retain effective teachers. New teachers are paired with veteran teachers, team leaders and instructional coaches to provide mentoring and support. All teachers participate in PLCs as a means for support and to collaborate on effective teaching strategies based upon their data analysis. All teachers are provided with weekly ongoing professional development and encouraged to develop into instructional leaders on campus.

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

Individual mentors are assigned to first and second year teachers at Windy Ridge. Teachers are paired based upon common content areas or grade level. Discussions include the following: the needs for professional development; lesson planning and the development of formative assessments; accommodations for students in the Exceptional Education program; classroom assignments and homework that provides appropriate challenges; classroom presence and management; and integration of technology into the classroom.

Mentors commit to meeting monthly as part of the PLC process. In addition, mentors are available as needed for ongoing, individual instructional support and direction. The instructional coaches meet with the mentor/ mentee team for ongoing collaboration. New teachers are required to complete the OCPS requirements for certification by participating in structured activities as provided by their mentor and instructional coaches.

## 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 State 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.

#### b. Instructional Strategies

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

Windy Ridge uses student performance data to determine our reteaching, interventions and student grouping. The leadership team meets regularly to analyze student performance data. The team meets bi-weekly with teachers to review data. Classroom interventions are provided to all students through the use of differentiated instruction. The leadership team deciphers student data based on multiple assessments to include FSA, formative assessments and i-Ready. The lowest 25% of students is identified in this data. Administrators and teachers review the data and identify students whose gap is larger than one year of growth. Once student needs are identified, student are placed into Tier 2 interventions with bi-weekly monitoring of classroom data and performance. Students with severe needs are placed into Tier 3 and are monitored weekly.

Student behavior is also monitored as it impacts their academic performance. Administrators and teachers review behavior data by grade level and PASS data to identify and target students for additional support. Some interventions include counseling, guidance support and student contracts for behavior

**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:** 1,440

Middle school students are afforded small group differentiated instruction across content areas.

**Strategy Rationale**

Content knowledge will be reinforced for students who struggle with the pacing of instruction or the skills necessary to meet grade level expectations. The data indicate the need for additional academic instruction/intervention for identified students.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Matthews, Laura, laura.matthews@ocps.net

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

Middle school students receive support based upon individual concerns or teacher recommendation. Student performance is monitored throughout the school year based upon teacher observations and formative assessments. Enrollment and regular attendance is collected and monitored.

**Strategy:** After School Program

**Minutes added to school year:** 3,600

After school tutoring will provide targeted instruction to the lowest quartile 3rd-5th students as identified through evaluation of formative and summative assessment data.

**Strategy Rationale**

The data indicates the need for additional academic instruction/intervention for identified students.

**Strategy Purpose(s)**

- Core Academic Instruction

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

Matthews, Laura, laura.matthews@ocps.net

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

Enrollment and regular attendance is collected and monitored. Student grades, Performance Matters, and Florida Standards assessment data will be collected and analyzed.

## 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.**

Local preschools, Head Start, VPK and day-cares are encouraged to visit the campus at Windy Ridge. A Kindergarten "Round-up" is scheduled every spring to register students and provide vital information for prospective kindergartners and their parents. Parents are encouraged to bring their students to "Meet the Teacher" during pre-planning week and also participate in Open House.

Middle school students are given course request forms for the upcoming school year to select elective interests and advanced curriculum opportunities. This provides students with the opportunity to access rigorous content and high school courses. The number of advanced and high school courses have increased to provide opportunities for students to reach their maximum potential, as well as participate in more rigorous and advanced classes in high school.

**b. College and Career Readiness**

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

Windy Ridge has middle school and high school counselors visit the school to advise students on academic planning for their future. Guidance counselors teach college and career readiness lessons and administer student surveys through their 8th grade US History classes.

School-wide events (college day, spotlighting teacher college pride for their alma mater, teacher affinity signs) promote local and state college awareness and is celebrated by all members at Windy Ridge. Teach-In is another event that allows community members to present their occupations to students in order to raise awareness of career opportunities within the community.

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

Career planning through US History is part of the 8th grade curriculum. All grade levels will have college and career readiness components implemented this school year. Our guidance counselor teach lessons to implement all 6 components. Instruction incorporates non-fictional text to teach students about community, world, and history to prepare students in the career and technical field.

Sixth and 7th grade ELA students and 7th grade math students will participate in CAPE to target skills for the CAPE Digital Tools Certification. The skills students will master throughout the school year include word processing, spreadsheets, presentations, digital arts, cybersecurity and coding.

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

We ensure that all students leave with knowledge and skills that will lead to academic success in the future. STEM elective classes are also provided to enrich student achievement.

Students in all middle school grades have participated in the Edmodo Digital Learning course and will also take the CAPE Digital Tools Certification course throughout the school year in 6th and 7th grade ELA and 7th grade math.

**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.**

Students are exposed to non-fictional text across grade levels. Close reading strategies are embedded throughout instruction.

## 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.** Our achievement gap will be narrowed through effective differentiated instruction and responsive implementation of the Multi-Tiered System of Support process. (Division Priority: Narrow achievement gaps)
  
- G2.** Academic achievement will improve by utilizing the Florida Standards, Instructional Framework, and Florida Continuous Improvement Model with fidelity. (Division Priority: Invest in Human Capital)

## 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.** Our achievement gap will be narrowed through effective differentiated instruction and responsive implementation of the Multi-Tiered System of Support process. (Division Priority: Narrow achievement gaps)

1a

G098233

**Targets Supported** 1b

Indicator	Annual Target
ELA/Reading Gains	73.0
Math Gains	69.0
Geometry EOC Pass Rate	100.0
Civics EOC Pass	98.0
Algebra I EOC Pass Rate	93.0
ELA/Reading Lowest 25% Gains	61.0
FSA ELA Achievement	78.0
FSA Mathematics Achievement	81.0
Math Lowest 25% Gains	61.0
Statewide Science Assessment Achievement	78.0
High School Readiness	91.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers have difficulty differentiating centers across all content areas.

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

- Core reading and math programs
- MTSS team
- Instructional coaches
- i-Ready for math and reading
- IMS

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

Student achievement will increase across all subgroups as indicated in formative assessment data and Florida State Standards Assessment data.

**Person Responsible**

Tracy Webley

**Schedule**

Semiannually, from 9/8/2017 to 5/30/2018

**Evidence of Completion**

Formative and summative assessment data, Florida State Standards Assessment

**G2.** Academic achievement will improve by utilizing the Florida Standards, Instructional Framework, and Florida Continuous Improvement Model with fidelity. (Division Priority: Invest in Human Capital) **1a**

G098234

**Targets Supported** **1b**

Indicator	Annual Target
ELA/Reading Gains	73.0
Algebra I EOC Pass Rate	93.0
Math Gains	69.0
Civics EOC Pass	98.0
ELA/Reading Lowest 25% Gains	61.0
FSA ELA Achievement	78.0
FSA Mathematics Achievement	81.0
Geometry EOC Pass Rate	100.0
Math Lowest 25% Gains	61.0
Statewide Science Assessment Achievement	78.0
High School Readiness	91.0

**Targeted Barriers to Achieving the Goal** **3**

- Teachers lack overall knowledge of utilization of the Instructional Framework and using this as a guide to teaching.

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

- Common planning times embedded throughout all grade levels.
- Effective Educators website
- Core program materials
- Test Item Specs
- District lesson plan tempate
- i-Ready for reading and math and consumables
- IMS
- CRMs

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

The data that will be collected, analyzed and discussed will include but not be limited to: i-Ready, created formative assessments, created mini assessments, Go Math, Journeys, i-Observation, and end of course assessments. Regular lesson plan checks and classroom observations will verify that lessons taught consistently match the district's scope and sequence and aligned to the standards incorporating Marzano strategies and the Instructional Framework.

**Person Responsible**

Tracy Webley

**Schedule**

Biweekly, from 9/8/2017 to 5/30/2018

***Evidence of Completion***

i-Observation data, formative and summative assessment data, i-Ready data.

## Action Plan for Improvement

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

### Problem Solving Key

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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** Our achievement gap will be narrowed through effective differentiated instruction and responsive implementation of the Multi-Tiered System of Support process. (Division Priority: Narrow achievement gaps)

1

G098233

**G1.B1** Teachers have difficulty differentiating centers across all content areas. 2

B264266

**G1.B1.S1** Professional development, DPLC (District Professional Development) and side-by-side coaching and modeling will be provided to all teachers incorporating data to drive differentiated centers. Coaches will provide samples of center activities that are differentiated based on the needs of the students. 4

S279914

### Strategy Rationale

The data indicate the need for instruction to be differentiated to meet the needs of all learners.

### Action Step 1 5

Professional development and DPLC will be provided on differentiated instruction, using data to differentiate, and creating differentiated center activities to meet the needs of all students.

#### Person Responsible

Tracy Webley

#### Schedule

Semiannually, from 10/19/2017 to 5/30/2018

#### Evidence of Completion

Activities that align to the standard and are differentiated to address all learners, PD sign in sheets, PLC agenda

### Action Step 2 5

Through i-Observations, the leadership team will provide feedback to teachers on using data to drive instruction.

#### Person Responsible

Tracy Webley

#### Schedule

Weekly, from 9/1/2017 to 5/30/2018

#### Evidence of Completion

i-Observation data and feedback to teachers, lesson plan reviews

**Action Step 3** 5

Side-by-side coaching will be provided to support struggling teachers who have difficulty using the data to drive differentiated instruction.

**Person Responsible**

Marjorie Malloy

**Schedule**

Weekly, from 9/8/2017 to 5/30/2018

**Evidence of Completion**

Coaching feedback, i-Observation data and teacher feedback

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

Exit slips will be reviewed after the PD and the differentiated center activities will be reviewed by grade level admin, lesson plans will also be reviewed.

**Person Responsible**

Tracy Webley

**Schedule**

Monthly, from 10/19/2017 to 5/30/2018

**Evidence of Completion**

i-Observation data and feedback, lesson plans, i-Ready data.

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

i-Ready data, i-Observation feedback and data.

**Person Responsible**

Tracy Webley

**Schedule**

Semiannually, from 10/19/2017 to 5/30/2018

**Evidence of Completion**

i-Observation data and feedback, i-Ready, Read 180 and Achieve data

**G2.** Academic achievement will improve by utilizing the Florida Standards, Instructional Framework, and Florida Continuous Improvement Model with fidelity. (Division Priority: Invest in Human Capital) **1**

 G098234

**G2.B3** Teachers lack overall knowledge of utilization of the Instructional Framework and using this as a guide to teaching. **2**

 B264272

**G2.B3.S2** Teachers will participate in PD on deconstructing the standards, while using the CRMs and other state/district resources to guide their planning process. **4**

 S279920

### **Strategy Rationale**

The need for teachers to become more familiar with the Florida standards.

### **Action Step 1** **5**

Teachers will be provided with PD on deconstructing the standards and using CRMs and other district and state resources to guide their planning process. Teachers will be provided with PD based on the "Grit: The Power of Passion and Perseverance" book.

#### **Person Responsible**

Marjorie Malloy

#### **Schedule**

Semiannually, from 10/19/2017 to 5/30/2018

#### **Evidence of Completion**

Agenda, sign-in sheets, PLC notes

### **Action Step 2** **5**

The leadership team will provide intervention programs to provide actionable data feedback to the teachers in regards to student academic progress. I-Ready Books, Passport and MyOn are among the supportive intervention programs.

#### **Person Responsible**

Tracy Webley

#### **Schedule**

Weekly, from 10/26/2017 to 5/30/2018

#### **Evidence of Completion**

i-Observation data and feedback to teachers and lesson plan reviews

### Action Step 3 5

Provide side-by-side differentiated support/modeling for struggling teachers.

#### **Person Responsible**

Sarah McCarthy

#### **Schedule**

Weekly, from 10/19/2017 to 5/30/2018

#### **Evidence of Completion**

Lesson plans, coaching logs, i-Observation data, feedback to teachers

### Action Step 4 5

Instructional coach will model rigorous standards-based lessons for teachers during whole group, small group, and center times. The Leadership Team will monitor the alignment of the lesson plans to the standards - based instruction.

#### **Person Responsible**

Katelyn Cotelo

#### **Schedule**

Weekly, from 10/19/2017 to 5/30/2018

#### **Evidence of Completion**

Lesson plans, coaching logs, i-Observation data and feedback to teachers.

### Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Through i-Observation, the leadership team will provide teachers ongoing feedback on the design questions to ensure teachers are targeting the state standards throughout their delivery.

#### **Person Responsible**

Tracy Webley

#### **Schedule**

Weekly, from 9/8/2017 to 5/30/2018

#### **Evidence of Completion**

i-Observation data and teacher feedback, lesson plans, PLC meeting notes

**Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7**

I-Observation data and teacher feedback, implementation of standards based rigorous activities aligned to the standard.

**Person Responsible**

Tracy Webley

**Schedule**

Weekly, from 9/8/2017 to 5/30/2018

***Evidence of Completion***

I-Observation data and teacher feedback, lesson plans and PLC notes

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.MA1 M408394	Student achievement will increase across all subgroups as indicated in formative assessment data...	Webley, Tracy	9/8/2017	Formative and summative assessment data, Florida State Standards Assessment	5/30/2018 semiannually
G2.MA1 M408401	The data that will be collected, analyzed and discussed will include but not be limited to:...	Webley, Tracy	9/8/2017	i-Observation data, formative and summative assessment data, i-Ready data.	5/30/2018 biweekly
G1.B1.S1.MA1 M408392	i-Ready data, i-Observation feedback and data.	Webley, Tracy	10/19/2017	i-Observation data and feedback, i-Ready, Read 180 and Achieve data	5/30/2018 semiannually
G1.B1.S1.MA1 M408393	Exit slips will be reviewed after the PD and the differentiated center activities will be reviewed...	Webley, Tracy	10/19/2017	i-Observation data and feedback, lesson plans, i-Ready data.	5/30/2018 monthly
G1.B1.S1.A1 A377315	Professional development and DPLC will be provided on differentiated instruction, using data to...	Webley, Tracy	10/19/2017	Activities that align to the standard and are differentiated to address all learners, PD sign in sheets, PLC agenda	5/30/2018 semiannually
G1.B1.S1.A2 A377316	Through i-Observations, the leadership team will provide feedback to teachers on using data to...	Webley, Tracy	9/1/2017	i-Observation data and feedback to teachers, lesson plan reviews	5/30/2018 weekly
G1.B1.S1.A3 A377317	Side-by-side coaching will be provided to support struggling teachers who have difficulty using the...	Malloy, Marjorie	9/8/2017	Coaching feedback, i-Observation data and teacher feedback	5/30/2018 weekly
G2.B3.S2.MA1 M408399	I-Observation data and teacher feedback, implementation of standards based rigorous activities...	Webley, Tracy	9/8/2017	I-Observation data and teacher feedback, lesson plans and PLC notes	5/30/2018 weekly
G2.B3.S2.MA1 M408400	Through i-Observation, the leadership team will provide teachers ongoing feedback on the design...	Webley, Tracy	9/8/2017	i-Observation data and teacher feedback, lesson plans, PLC meeting notes	5/30/2018 weekly
G2.B3.S2.A1 A377322	Teachers will be provided with PD on deconstructing the standards and using CRMs and other district...	Malloy, Marjorie	10/19/2017	Agenda, sign-in sheets, PLC notes	5/30/2018 semiannually
G2.B3.S2.A2 A377323	The leadership team will provide intervention programs to provide actionable data feedback to the...	Webley, Tracy	10/26/2017	i-Observation data and feedback to teachers and lesson plan reviews	5/30/2018 weekly
G2.B3.S2.A3 A377324	Provide side-by-side differentiated support/modeling for struggling teachers.	McCarthy, Sarah	10/19/2017	Lesson plans, coaching logs, i-Observation data, feedback to teachers	5/30/2018 weekly
G2.B3.S2.A4 A377325	Instructional coach will model rigorous standards-based lessons for teachers during whole group,...	Cotelo, Katelyn	10/19/2017	Lesson plans, coaching logs, i-Observation data and feedback to teachers.	5/30/2018 weekly

## V. Professional Development Opportunities

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

**G1.** Our achievement gap will be narrowed through effective differentiated instruction and responsive implementation of the Multi-Tiered System of Support process. (Division Priority: Narrow achievement gaps)

**G1.B1** Teachers have difficulty differentiating centers across all content areas.

**G1.B1.S1** Professional development, DPLC (District Professional Development) and side-by-side coaching and modeling will be provided to all teachers incorporating data to drive differentiated centers. Coaches will provide samples of center activities that are differentiated based on the needs of the students.

### **PD Opportunity 1**

Professional development and DPLC will be provided on differentiated instruction, using data to differentiate, and creating differentiated center activities to meet the needs of all students.

#### **Facilitator**

Instructional Coaches

#### **Participants**

All instructional staff members and admin team

#### **Schedule**

Semiannually, from 10/19/2017 to 5/30/2018

**G2.** Academic achievement will improve by utilizing the Florida Standards, Instructional Framework, and Florida Continuous Improvement Model with fidelity. (Division Priority: Invest in Human Capital)

**G2.B3** Teachers lack overall knowledge of utilization of the Instructional Framework and using this as a guide to teaching.

**G2.B3.S2** Teachers will participate in PD on deconstructing the standards, while using the CRMs and other state/district resources to guide their planning process.

### **PD Opportunity 1**

Teachers will be provided with PD on deconstructing the standards and using CRMs and other district and state resources to guide their planning process. Teachers will be provided with PD based on the "Grit: The Power of Passion and Perseverance" book.

#### **Facilitator**

Instructional Coach

#### **Participants**

All faculty

#### **Schedule**

Semiannually, from 10/19/2017 to 5/30/2018

### **PD Opportunity 2**

Provide side-by-side differentiated support/modeling for struggling teachers.

#### **Facilitator**

Administrators and coaches

#### **Participants**

Faculty

#### **Schedule**

Weekly, from 10/19/2017 to 5/30/2018

### **PD Opportunity 3**

Instructional coach will model rigorous standards-based lessons for teachers during whole group, small group, and center times. The Leadership Team will monitor the alignment of the lesson plans to the standards - based instruction.

#### **Facilitator**

Administrators and coaches

#### **Participants**

All faculty members

#### **Schedule**

Weekly, from 10/19/2017 to 5/30/2018

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Professional development and DPLC will be provided on differentiated instruction, using data to differentiate, and creating differentiated center activities to meet the needs of all students.				\$51,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			1061 - Windy Ridge K 8			\$0.00
	1141	239-Other	1061 - Windy Ridge K 8	General Fund		\$51,000.00
			<i>Notes: i-Ready consumables and software program, Ready books and Passport</i>			
2	G1.B1.S1.A2	Through i-Observations, the leadership team will provide feedback to teachers on using data to drive instruction.				\$0.00
3	G1.B1.S1.A3	Side-by-side coaching will be provided to support struggling teachers who have difficulty using the data to drive differentiated instruction.				\$0.00
4	G2.B3.S2.A1	Teachers will be provided with PD on deconstructing the standards and using CRMs and other district and state resources to guide their planning process. Teachers will be provided with PD based on the "Grit: The Power of Passion and Perseverance" book.				\$0.00
5	G2.B3.S2.A2	The leadership team will provide intervention programs to provide actionable data feedback to the teachers in regards to student academic progress. I-Ready Books, Passport and MyOn are among the supportive intervention programs.				\$0.00
6	G2.B3.S2.A3	Provide side-by-side differentiated support/modeling for struggling teachers.				\$0.00
7	G2.B3.S2.A4	Instructional coach will model rigorous standards-based lessons for teachers during whole group, small group, and center times. The Leadership Team will monitor the alignment of the lesson plans to the standards - based instruction.				\$0.00
					<b>Total:</b>	<b>\$51,000.00</b>