

Orange County Public Schools

# Windermere Elementary



2017-18 Schoolwide Improvement Plan

## Windermere Elementary

11125 PARK AVE, Windermere, FL 34786

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

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	No	11%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

### 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>.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	13
Ambitious Instruction and Learning	13
<b>8-Step Planning and Problem Solving Implementation</b>	<b>17</b>
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
<b>Appendix 1: Implementation Timeline</b>	<b>25</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>26</b>
Professional Development Opportunities	26
Technical Assistance Items	28
<b>Appendix 3: Budget to Support Goals</b>	<b>28</b>

## 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 Elementary

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.

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

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

Windermere Elementary fosters a positive school environment which teaches students essential character traits as well as essential problem solving strategies.

Before school, students are greeted at all arrival locations by school staff. The supervision plan has two adults and several safety patrols at each location. Adults and patrols welcome students, greet them, and patrols escort K-1 grade students to their classrooms to ensure safety.

During school, all teachers follow the school-wide behavior expectations outlined by the behavior leadership team. Monthly character trait lessons are taught in the classroom and students are recognized on the morning announcements by the principal for displaying the character trait of the month.

After school, all students are walked to each of their dismissal locations by the classroom teacher. Dismissal is staggered by grade level to minimize traffic of students in the hallways and ensure safety. Each location has two or more adults as well as safety patrols to monitor students and ensure safety. Buses and daycare vans are held until a final call is made over the announcements to ensure all students have arrived at their dismissal location.

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

**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.**

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

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

Furthermore, as a cluster EBD school as well as a school that services resource ESE students, the results of our BPIE assessment supports a least restrictive environment for students with specific disabilities. Additionally, our BPIE goal is to ensure that there is a school wide approach for planning and implementing the Universal Design for Learning through our monthly meetings in Professional Learning Communities. Additionally, we will work towards ensuring that all special education teachers are collaborative members of a general education curriculum team.

### **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.**

Windermere Elementary has an established MTSS and data meeting schedule to address concerns in learning gaps, behavior, and exclusionary factors affecting these areas such as attendance.

For attendance rates below 90% the following procedures are followed: Teacher makes initial contact and call with parent discussing attendance concerns and offering any assistance from the school. The administration sends home the district letter outlining attendance policies after five unexcused absences to the parent or guardian. A child study meeting is scheduled with parent and social worker if attendance doesn't improve.

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

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

**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	9	7	14	8	11	10	0	0	0	0	0	0	0	59
One or more suspensions	1	1	3	2	6	2	0	0	0	0	0	0	0	15
Course failure in ELA or Math	1	1	2	1	4	1	0	0	0	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	8	22	12	0	0	0	0	0	0	0	42

**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	4	2	8	5	0	0	0	0	0	0	0	22

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

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

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

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

**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**

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

At least 85% attendance at Open House.

At least 85% attendance at Fall report card conferences.

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

At least 85% participation in grades 3-5 for math night.

At least 85% participation in grade 5 for Science Fair night.

A school newsletter is sent out bi-weekly to update parents on school events and curriculum updates.

The school messenger system is used to provide a weekly Sunday call to update parents and the

School App is used to send alerts and daily reminders. The school website is kept updated and

includes quick links to schedules and student and parent resources.

## 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 Elementary has a strong partnership with our community through our Partners In Educaiton (PIE) program. We hold monthly spirit nights to engage our families with our community businesses.

Each spirit night is designated to individual grade levels. Grade levels use proceeds from Spirit Nights to buy materials to enhance instruction.

The Windermere Police Department partners with our school to provide the MAGIC program to our 5th graders. They teach students essential problem solving skills as well as substance abuse awareness.

Our police department also offers an Internet Safety Training to our 4th and 5th graders and their families. They cover cyber bullying and discuss safe use of social media.

Parents are encouraged to partner with the school to support academic achievement. Membership and volunteer opportunities for parents on our PTA, SAC, and Mustang Education Fund are encouraged.

Parents are invited to attend Meet Your Teacher, Open House, Report Card Conference Night and Assessment Night. School newsletters, School Messenger, the school website and the Windermere Elementary APP is used to provide current communication with parents.

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

#### b. Duties

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

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

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

Elizabeth Ennis, Staffing Coordinator: As part of the MTSS team, she meets regularly with the MTSS coach to support teachers with the process and progress monitoring of tier 2 and tier 3 data. Coordinates meetings with SLP and school psychologist to review data and provide recommendations. Closely monitors ELL students' progress and the accommodations of students with Section 504 plans or IEPs.

Betsy Shaw, Instructional Coach/Curriculum Resource Teacher: Provides resources and materials for teachers to use for targeted intervention skills and works with targeted students throughout the day. Assists teachers in printing progress monitoring data. Coordinates staff development on campus to support strategic goals. Assists teachers with instructional planning using technology tools and serves as the school's testing coordinator.

Amy Diederich, Media Specialist: Responsible for overseeing media center and all digital curriculum on campus. Provides media lessons to all students on campus every two weeks. Coordinates co-teaching opportunities with teachers to incorporate technology into project-based instruction. Conducts and monitors observations using the Technology Integration Matrix and coordinates implementation of CAPE digital requirements on campus.

Marcy Gibbs, Compliance Teacher: Coordinates all ELL placement testing and ACCESS testing on campus. Closely monitors the progress of ELL students and provides Tier 2 and Tier 3 intervention to those students as needed daily.

Bridgette Matthews, Administrative Support/ Student Support Services: Responsible for assisting Assistant Principal with school wide behavior plan and expectations. Provides support to self-contained EBD units. Member of the MTSS team and helps teachers in the collection of behavior data. Assist teachers with data tracking tool to help track student progress and analyze school-wide data..

**2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

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

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

Coordinator and VE teacher serve as leads for our MTSS process.

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

Windermere Elementary will provide professional development twice a month utilizing general funds. Teachers will be provided professional development on aligning instruction to the rigor of the standard and developing formative assessments. Curriculum Associates will provide a consultant for updated training for the teacher toolbox and the new standards-based mini-assessment feature new to the i-Ready program. This training will focus on disaggregating data to differentiate instruction in small groups and how to deconstruct the Florida Standards. The consultant will provide training on skill based lessons to meet individual student needs.

**2. School Advisory Council (SAC)**

**a. Membership**

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

Name	Stakeholder Group
	Parent
Susan Ott	Teacher
Vicky Wise	Education Support Employee
Judy Paulsen	Parent
Michael Rossi	Parent
Gary Bruhn	Business/Community
Theresa Myers	Business/Community
Jessica Lund	Parent
Elisabetta Valesi	Parent
Kevin Maxson	Parent
Heather Ransome	Teacher
Christie Blevins	Parent
Kathleen Watts	Parent
Michelle Catanzariti	Parent
Diana Greer	Principal
Karyn Lund	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*

The SAC meets on a monthly basis to review and monitor the the implementation of the 2017-18 School Improvement Plan.

*b. Development of this school improvement plan*

The school data were shared with the committee during the first meeting of the school year. The data were analyzed, reviewed, and two draft goals were presented. SAC members provided input on barriers that may affect achievement of SIP goals and provided suggestions for strategies. The SAC committee made recommendations to use any leftover SIP funds to provide training and substitutes for teachers to create formative assessments that meet the level of rigor in the standards.

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

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

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

General funds and district funds were used to provide substitute teachers during the duty day so teachers can design lessons and formative assessments.

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

Yes

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

**3. Literacy Leadership Team (LLT)**

**a. Membership**

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

Name	Title
Diederich, Amy	Instructional Media
Shaw, Susan	Instructional Coach
Taylor, Kim	Teacher, K-12
Meyers, Kathleen	Teacher, K-12
Kunkel, Annakathryn	Teacher, K-12
Thomas, Jennifer	Teacher, K-12
Horvath, Stephanie	Teacher, K-12
Braun, Sandra	Teacher, K-12

**b. Duties**

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

The major initiatives of the Literacy Leadership Team will be to provide instructional support and resources to the increased levels of rigor as we teach the Florida State Standards with fidelity. They will work to support instruction using the Instructional Framework, District Curriculum Resource Materials, Journey’s resources and i-Ready Tool Box resources. Additionally, the members of the Literacy Leadership Team will serve on the District Professional Learning Community and engage in monthly cycles to learn effective literacy strategies. These strategies will then be shared with grade level teams and embedded in reading lessons in all classrooms to increase student achievement for students.

## 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.

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

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

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

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

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

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

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

Responsible: Instructional Coach/Susan Shaw

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

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

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional

Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

## **b. Instructional Strategies**

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

The leadership team will meet monthly to analyze data and discuss curriculum adjustments from progress monitoring results. The MTSS team will meet weekly to analyze Tier 2 and Tier 3 data. The instructional coach will use data to meet with teachers and support differentiated materials for the classroom. Extended day tutoring will be implemented in reading and math from October to April. Saturday school will be provided for science enrichment in two, five week cycles. A fall cycle from September to November and a spring cycle from February to March.

**2. Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:**

**Strategy:** Extended School Day

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

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

### **Strategy Rationale**

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

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

- Core Academic Instruction

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

Greer, Diana, [diana.greer@ocps.net](mailto:diana.greer@ocps.net)

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

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

**Strategy:** Weekend Program

**Minutes added to school year:** 1,800

Windermere Elementary will offer Saturday school for five weeks in the fall from September to November and five weeks in the spring from February to March and target science enrichment. Each session will offer three hours of science hands-on activities and science vocabulary focus. 4th and 5th grade students with a level 3 or above on FSA reading will be targeted.

### **Strategy Rationale**

FSA data showed that science proficiency went down 14% from 2016 to 2017.

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

- Enrichment

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

Greer, Diana, [diana.greer@ocps.net](mailto:diana.greer@ocps.net)

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

PMA's quarterly as well as the Progress Monitoring pieces provided through Performance Matters and CRMs, Mini Benchmarks as appropriate.

## **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.**

In the spring of each year, parents of incoming kindergarten students are able to register for the upcoming school year during Kindergarten Round Up. Parents are provided with a Kindergarten Readiness Handbook at registration describing the program and readiness skills. A special Kindergarten Meet the Teacher luncheon is provided for new kindergartners and parents the Thursday before school starts. An overview of school programs and parent organizations such as PTA, SAC and The Mustang Education Fund is presented.

Fifth grade students visit feeder middle schools each spring during the school day to tour the campus and learn about available programs. Middle school counselors visit Windermere to talk to students and discuss course requirements and electives.

### **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 Elementary participates in College and Career Readiness activities in grades 3-5. Students are instructed in organizational activities and strategies that will help them experience success at the secondary level.

Windermere Elementary participates in Teach-In during the month of November where guests speak to students about their careers.

School-wide college and career awareness is emphasized through college jersey days. Expected graduation dates are displayed in all hallways. Teachers also display their personal college memorabilia outside their classrooms.

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

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

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

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

**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.**

N/A

## 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.** Teachers will design standards-based lessons, deliver the lessons using effective instructional strategies, and analyze data from formative and summative assessments that lead to a path for differentiated instruction and increased student learning. (Accelerate Student Performance, Invest in Human Capital)
  
- G2.** Teachers will effectively use the collaborative planning process to design rigorous lessons and common assessments in order to increase student achievement. (Division Priority: Investing 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.** Teachers will design standards-based lessons, deliver the lessons using effective instructional strategies, and analyze data from formative and summative assessments that lead to a path for differentiated instruction and increased student learning. (Accelerate Student Performance, Invest in Human Capital) 1a

G098271

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	85.0
ELA/Reading Lowest 25% Gains	52.0
Math Lowest 25% Gains	64.0
FSA Mathematics Achievement	86.0
Statewide Science Assessment Achievement	80.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers have limited expertise of how to analyze data to plan for differentiated instruction.

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

- i-Ready student reports
- Instructional Management System
- Item Specification
- Florida Standards
- Instructional Framework
- CRMs

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

Planning effective lessons with embedded instructional strategies to differentiate student learning tasks.

**Person Responsible**

Diana Greer

**Schedule**

Monthly, from 8/14/2017 to 5/25/2018

**Evidence of Completion**

Lesson plan checks, checks of data entry on tracking tool, i-observation data noting differentiated group instruction.

**G2.** Teachers will effectively use the collaborative planning process to design rigorous lessons and common assessments in order to increase student achievement. (Division Priority: Investing in human capital) 1a

G098272

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	85.0
ELA/Reading Gains District Assessment	85.0
ELA/Reading Lowest 25% Gains	52.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers need practice and training to effectively align instructional tasks to the rigor of the standard.

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

- Journey's Reading Series
- Instructional Framework
- Test Item Specs
- Formative Assessments
- i-Ready
- Curriculum Resource Materials on Instructional Management System

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

Classroom observations, teacher lesson plans and data collected from student assessments will be monitored for effectiveness.

**Person Responsible**

Diana Greer

**Schedule**

Monthly, from 8/14/2017 to 5/25/2018

**Evidence of Completion**

Formative and summative data and Florida State Assessment results.

## 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.** Teachers will design standards-based lessons, deliver the lessons using effective instructional strategies, and analyze data from formative and summative assessments that lead to a path for differentiated instruction and increased student learning. (Accelerate Student Performance, Invest in Human Capital) **1**

G098271

**G1.B1** Teachers have limited expertise of how to analyze data to plan for differentiated instruction. **2**

B264365

**G1.B1.S1** Teachers will participate in professional development on how to use i-Ready student reports to target specific skills and differentiate instruction. **4**

S280031

### **Strategy Rationale**

FSA assessment results show that teachers need to closely monitor student progress to ensure learning gains for all students.

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

Provide advanced professional development on i-Ready reports and teacher tool box resources.

#### **Person Responsible**

Susan Shaw

#### **Schedule**

Semiannually, from 8/21/2017 to 3/30/2018

#### **Evidence of Completion**

Documented evidence in lesson planning using i-Ready teacher resources, classroom observation of students working on individual lessons.

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

Provide professional book study on Growth Mindset with all teachers to help teachers develop growth mindset in themselves and use strategies to develop growth mindset in their classrooms. Literacy books and anchor charts will be shared.

#### **Person Responsible**

Diana Greer

#### **Schedule**

Monthly, from 8/14/2017 to 4/27/2018

#### **Evidence of Completion**

Evidence of growth mindset activities in classrooms observed during classroom observations, documentation of literacy activities and anchor charts in lesson plans, and sign in sheets from Professional Development training.

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

Monitor of lesson planning and Tier 1 and Tier 2 data notes for differentiated instruction.

**Person Responsible**

Diana Greer

**Schedule**

Monthly, from 8/14/2017 to 5/21/2018

***Evidence of Completion***

Lesson plan checks for documented differentiated instruction groups, i-observation data showing students organized in groups to further knowledge, classroom observations noting students working on individual differentiated lessons on i-Ready.

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

Planning effective lessons with embedded instructional strategies to differentiate student learning tasks.

**Person Responsible**

Diana Greer

**Schedule**

Monthly, from 8/14/2017 to 5/25/2018

***Evidence of Completion***

Lesson plan checks, data entry on tracking tool, i-observation data noting differentiated group instruction.

**G2.** Teachers will effectively use the collaborative planning process to design rigorous lessons and common assessments in order to increase student achievement. (Division Priority: Investing in human capital) **1**

 G098272

**G2.B1** Teachers need practice and training to effectively align instructional tasks to the rigor of the standard. **2**

 B264367

**G2.B1.S1** Provide professional development on refining instructional plans and formative assessments aligned with the rigor of the standard. **4**

 S280033

### **Strategy Rationale**

In order to improve achievement, teachers must be able to plan rigorous lessons and implement standards-based instruction.

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

School based team participates in District Professional Learning Community (DPLC).

#### **Person Responsible**

Diana Greer

#### **Schedule**

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

#### **Evidence of Completion**

Agenda, sign in sheets, PLC notes.

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

A schedule for common planning will be developed with a focus on formative assessments aligned to the standards.

#### **Person Responsible**

Diana Greer

#### **Schedule**

Monthly, from 8/14/2017 to 5/25/2018

#### **Evidence of Completion**

PLC notes from common planning meetings.

**Action Step 3** 5

Grade level teams will collaborate in Professional Learning Communities to design rigorous lesson embedded with literacy strategies shared during District PLC sessions.

**Person Responsible**

Susan Shaw

**Schedule**

Monthly, from 9/11/2017 to 5/25/2018

**Evidence of Completion**

District PLC attendance notes, grade level PLC notes, and lesson plan checks.

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

School based DPLC members will provide documentation of their learning cycles and copies of effective literacy strategies used each month.

**Person Responsible**

Diana Greer

**Schedule**

Monthly, from 9/11/2017 to 5/25/2018

**Evidence of Completion**

Grade level PLC notes with documented sharing of strategy, DPLC notes with cycle of literacy strategy used, lesson plan checks with documented literacy strategy in the ELA block each month.

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

Monitoring of lesson plans and PLC notes to monitor integration of literacy strategies.

**Person Responsible**

Diana Greer

**Schedule**

Monthly, from 8/14/2017 to 5/25/2018

**Evidence of Completion**

i-Observation data and feedback, lesson plans, and PLC meeting notes, formative and summative assessment data.

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
<b>2018</b>					
G1.B1.S1.A1  A377543	Provide advanced professional development on i-Ready reports and teacher tool box resources.	Shaw, Susan	8/21/2017	Documented evidence in lesson planning using i-Ready teacher resources, classroom observation of students working on individual lessons.	3/30/2018 semiannually
G1.B1.S1.A2  A377544	Provide professional book study on Growth Mindset with all teachers to help teachers develop growth...	Greer, Diana	8/14/2017	Evidence of growth mindset activities in classrooms observed during classroom observations, documentation of literacy activities and anchor charts in lesson plans, and sign in sheets from Professional Development training.	4/27/2018 monthly
G1.B1.S1.MA1  M408614	Monitor of lesson planning and Tier 1 and Tier 2 data notes for differentiated instruction.	Greer, Diana	8/14/2017	Lesson plan checks for documented differentiated instruction groups, i-observation data showing students organized in groups to further knowledge, classroom observations noting students working on individual differentiated lessons on i-Ready.	5/21/2018 monthly
G1.MA1  M408615	Planning effective lessons with embedded instructional strategies to differentiate student learning...	Greer, Diana	8/14/2017	Lesson plan checks, checks of data entry on tracking tool, i-observation data noting differentiated group instruction.	5/25/2018 monthly
G2.MA1  M408620	Classroom observations, teacher lesson plans and data collected from student assessments will be...	Greer, Diana	8/14/2017	Formative and summative data and Florida State Assessment results.	5/25/2018 monthly
G1.B1.S1.MA1  M408613	Planning effective lessons with embedded instructional strategies to differentiate student learning...	Greer, Diana	8/14/2017	Lesson plan checks, data entry on tracking tool, i-observation data noting differentiated group instruction.	5/25/2018 monthly
G2.B1.S1.MA1  M408616	Monitoring of lesson plans and PLC notes to monitor integration of literacy strategies.	Greer, Diana	8/14/2017	i-Observation data and feedback, lesson plans, and PLC meeting notes, formative and summative assessment data.	5/25/2018 monthly
G2.B1.S1.MA1  M408617	School based DPLC members will provide documentation of their learning cycles and copies of...	Greer, Diana	9/11/2017	Grade level PLC notes with documented sharing of strategy, DPLC notes with cycle of literacy strategy used, lesson plan checks with documented literacy strategy in the ELA block each month.	5/25/2018 monthly
G2.B1.S1.A2  A377546	A schedule for common planning will be developed with a focus on formative assessments aligned to...	Greer, Diana	8/14/2017	PLC notes from common planning meetings.	5/25/2018 monthly
G2.B1.S1.A3  A377547	Grade level teams will collaborate in Professional Learning Communities to design rigorous lesson...	Shaw, Susan	9/11/2017	District PLC attendance notes, grade level PLC notes, and lesson plan checks.	5/25/2018 monthly
G2.B1.S1.A1  A377545	School based team participates in District Professional Learning Community (DPLC).	Greer, Diana	9/5/2017	Agenda, sign in sheets, PLC notes.	5/31/2018 monthly

## V. Professional Development Opportunities

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

**G1.** Teachers will design standards-based lessons, deliver the lessons using effective instructional strategies, and analyze data from formative and summative assessments that lead to a path for differentiated instruction and increased student learning. (Accelerate Student Performance, Invest in Human Capital)

**G1.B1** Teachers have limited expertise of how to analyze data to plan for differentiated instruction.

**G1.B1.S1** Teachers will participate in professional development on how to use i-Ready student reports to target specific skills and differentiate instruction.

### **PD Opportunity 1**

Provide advanced professional development on i-Ready reports and teacher tool box resources.

#### **Facilitator**

Curriculum Associates

#### **Participants**

All classroom teachers

#### **Schedule**

Semiannually, from 8/21/2017 to 3/30/2018

### **PD Opportunity 2**

Provide professional book study on Growth Mindset with all teachers to help teachers develop growth mindset in themselves and use strategies to develop growth mindset in their classrooms. Literacy books and anchor charts will be shared.

#### **Facilitator**

Grade Level Teams

#### **Participants**

All Teachers

#### **Schedule**

Monthly, from 8/14/2017 to 4/27/2018

**G2.** Teachers will effectively use the collaborative planning process to design rigorous lessons and common assessments in order to increase student achievement. (Division Priority: Investing in human capital)

**G2.B1** Teachers need practice and training to effectively align instructional tasks to the rigor of the standard.

**G2.B1.S1** Provide professional development on refining instructional plans and formative assessments aligned with the rigor of the standard.

**PD Opportunity 1**

School based team participates in District Professional Learning Community (DPLC).

**Facilitator**

Diana Greer

**Participants**

School based DPLC team

**Schedule**

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

## 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	Provide advanced professional development on i-Ready reports and teacher tool box resources.				\$2,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		120-Classroom Teachers	1231 - Windermere Elementary	General Fund		\$2,500.00
2	G1.B1.S1.A2	Provide professional book study on Growth Mindset with all teachers to help teachers develop growth mindset in themselves and use strategies to develop growth mindset in their classrooms. Literacy books and anchor charts will be shared.				\$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		120-Classroom Teachers	1231 - Windermere Elementary	General Fund		\$600.00
3	G2.B1.S1.A1	School based team participates in District Professional Learning Community (DPLC).				\$0.00
4	G2.B1.S1.A2	A schedule for common planning will be developed with a focus on formative assessments aligned to the standards.				\$0.00
5	G2.B1.S1.A3	Grade level teams will collaborate in Professional Learning Communities to design rigorous lesson embedded with literacy strategies shared during District PLC sessions.				\$0.00
					<b>Total:</b>	<b>\$3,100.00</b>