Winding Waters K 8

2017-18 Schoolwide Improvement Plan

Winding Waters K 8

12240 VESPA WAY, Weeki Wachee, FL 34614

https://www.hernandoschools.org/wwk8

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)
Combination School PK-8	No	96%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	20%

School Grades History

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

Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan was approved by the Hernando County School Board on 1/9/2018.

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

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 Winding Waters K 8

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission is to encourage and support teachers and community leaders to work together in order to develop an inspiring and rigorous learning environment that supports the needs of all children.

b. Provide the school's vision statement.

Our vision is to cultivate an environment for students to reach their maximum potential. Students will be empowered to be risk takers and critical thinkers thereby acquiring the skills and confidence necessary to become lifelong learners and responsible citizens in our global society.

2. School Environment

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

Winding Waters K-8 provides many opportunities by which the school learns about students' cultures and builds relationships between teachers and students. We have active School Advisory Council (SAC) and Parent Teacher Organization (PTO) that provide opportunities for parental input. Our SAC surveys parents about specifics in regards to school climate, academics, school safety and ways on how to build proactive relationships with community stakeholders. Our PTO infuses student cultures into school events and offers a variety of ways for parents to volunteer. In addition, we have a Spirit Committee that organizes events to build and maintain a positive school culture and pass down traditions to new families. Other opportunities for relationship building between students and staff include extracurricular activities including sports, music, student council and art clubs. Our faculty hosts grade level Parent Information Nights and Open House to share academic expectations and strategies with parents while fostering communication between school and home.

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

Winding Waters K-8 ensures that students feel safe and respected by enlisting the appropriate number of staff to monitor students during all supervisory hours. Our school has a crisis management team that systematically implements emergency and safety procedures inclusive of fire, bomb, tornado, lock down, shelter in place and bus evacuations. Routines and procedures are thoroughly described in our school wide Positive Behavioral Intervention and Supports (PBiS) program with regular practice so that students know how to respond in behavior situations. Our focus on creating a positive, engaging environment for all students is infused through our PBiS system that includes the use of HIVE notes and the reinforcement of the Intelligent Behaviors. Our administration and counselors visit classrooms frequently to build relationships by offering support and resources for students, as well as to regularly revisit the Bullying Policy. This year, a School Resource Officer has been added to our staff who will add another level of security and serve as a law related educator.

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.

Students earn "HIVE" notes for exceptional behavior and use them to exchange for small prizes and food items. Model Citizen awards are given to students who exemplify Intelligent Behaviors. The PBiS committee meets monthly to review data and identify the potential need for intervention.

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.

Winding Waters K8 ensures that the social-emotional needs of all students are being met through the counseling and mentoring provided by our certified school counselors, school psychologist, social worker and district crisis team when needed. Social skills and support groups are formed as needed as well Baycare Counseling. Our certified school counselors distribute donated school supplies, clothing, book bags, shoes and food to students in need. Exemplary students are chosen to serve on the Safety Patrol and serve as positive role models as they develop leadership and mentoring skills.

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.

Winding Waters K-8 certified school counselors will provide the School Based Leadership Team (SBLT) with monthly updates on students who have missed ten or more days of school or who have excessive tardiness or early checkouts.The guidance department will track the number of in-school and out-of-school suspensions each month for discussion in SBLT meetings. The Data Entry Clerk will provide the SBLT with the number of students failing English Language Arts or Math quarterly. The MTSS Coordinator will meet with teachers about students who have scored a level I or 2 on state assessments in English Language Arts or Math so that interventions will be put into place and student progress closely monitored. All teachers meet with the MTSS Team to review needed interventions and make a plan for implementation. Particular attention is also given to the "bubble" students (those who are close to scoring at the next level higher or close to dropping a level) and lowest quartile students. Indicators used to identify at risk students include absenteeism, academics, state testing, and behavior.

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	55	51	48	34	39	34	48	64	0	0	0	0	0	373
One or more suspensions	7	10	10	12	8	18	20	46	0	0	0	0	0	131
Course failure in ELA or Math	15	7	6	13	6	5	10	14	0	0	0	0	0	76
Level 1 on statewide assessment	0	0	0	10	21	14	26	34	39	0	0	0	0	144

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	32	20	19	27	41	47	77	107	0	0	0	0	0	370

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

WWK8 has a plan in place for monitoring attendance. WWK8 communicates to students, parents and families through meetings, class, the school website and WWK8 Facebook page. A school-wide procedure for excused and unexcused absences has been established in accordance with district policy. Meetings are regularly scheduled with parents and families to address issues that are inhibiting attendance.

*Students who miss 15 or more instructional days in a 90 day period will be referred to a Truancy Case Staffing. Absences will be monitored weekly by Certified School Counselor and the School Social Worker.
*Students who received a level 1 or 2 on the statewide test will be provided with intensive instructional support through the MTSS system of support framework. Progress will be monitored by Administration, Teachers, SBLT and the MTSS team.
*Students who receive one or more behavior referrals leading to in school suspension will be monitored by the PBIS team and Administration. Behavior interventions will be implemented by the classroom teacher and the school counselor and MTSS Coordinator
*Students who receive one or more behavior referrals leading to out of school suspension will be monitored by Administration. Behavior interventions will continue with the classroom teacher and school counselor and MTSS Coordinator

The application of the Multi-Tiered System of Supports including data collection is monitored with fidelity by instructional staff, the MTSS Coordinator and administration. All WWK8 students receive differntiated instruction through the MTSS process. The Tiers include: Tier 1 which is the core curriculum, differentiated instruction and common assessments; Tier 2 which is skill based small group instruction based on data and student areas of identified weakness; Tier 3 provides intensive instructional support in a group of 1-3 students using research based instructional programs. The MTSS Team meets weekly to discuss student progress in both academics and behavior, review school wide data and determine the effectiveness of the core curriculum and interventions. The SBLT meets bi-weekly with administration to review available data and discuss student progress. Students are referred to the MTSS Team based on teacher data, student data chats and common/statewide assessment results. The MTSS Team ensures that the teacher understands the process and provides support in the planning of academic and behavior interventions.

Behavioral intervention strategies established to improve academic performance for students at WWK8 include: Tier 1, a school-wide PBiS plan which includes instruction and reinforcement of the WWK-8 behavior expectations (HIVE), data obtained from the RTIB discipline data system for those who are not responding to the Tier 1 PBiS program. Data obtained from the classroom teachers is used by the PBIS Team to identify, assess, and evaluate the effectiveness of the Tier I behavioral component. Students in need of additional behavior support will be referred to the MTSS Team to discuss and determine interventions to match student needs including classroom interventions and referrals to the counselor.

Tier 2 students in Reading and Math receive an additional 90 minutes of instruction a week in a small group:
-Marie Carbo Power Paks
-FCRR Activites
-Making Words
-FAIR Scaffolding Passages
-Readers Theatre
-SRA Specific Skill Series
-Word Works
-Guided Reading

-Reading Street RtI Kit
-Envisions RtI Kit
-Touch Math
-PinPoint Math
-SRA Corrective Math
-SRA Number words
-Envsions RTi Kit
-Small group instruction and differentiated centers
-MTSS Team will monitor student attendance
-SBLT will analyze academic and behavior data
-Celebrations will occur for positive behavior
-Data Chats
-District personnel will assist with data analysis
-Behavior Tier 2 Interventions -Check-in / Check-Out, behavior charts, individual rewards systems, contracts, behavior report cards, social and coping skill groups
-Formative assessments
-Teengagement
-SRA reading Lab
-SRA Specific Skills series
-Math Navigator
-On Ramp to Algebra

Tier 3 students in Reading and Math receive an additional 100 minutes of instruction weekly in a group of no more than 3 students using the following:
-SRA program
-Lindamood Bell
-My Sidewalks Intervention Program
-FCRR Activities
-SRA Phonemic Awareness
-Early Reading Tutor
-SRA Early Reading Intervention
-Guided Reading
-Envisions RtI Kit
Touch Math
-PinPoint Math
-SRA Corrective Math
-SRA Number words
-Envsions RTi Kit
-Guidance counselor will monitor student attendance
-SBLT will analyze academic and behavior data
Behavior tier 3 interventions: Functional Behavior Assessment and Behavior Intervention Plans in addition to all tier 2 behavior interventions.
-Behavior plans will be monitored by MTSS Team, guidance counselor, administration and behavior specialist

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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

The schools mission and vision are posted on our Edline website, and throughout the building. Our PBiS HIVE program supports building positive behavior throughout our school building on a daily basis. Parents and community members help in supporting and running our PBiS program on a regular basis. WWK8 builds positive relationships with families through our Back to School Nights, literacy nights, sporting events, School Advisory Council (SAC), Parent Teacher Organization (PTO) family events like our Fall Festival and Omegaman Bullying Prevention night, parent volunteer opportunities, student agendas, edline, Builders Club and K-Kids. We share positive information and current events at school through social media. Keeping parents informed of student progress is a priority. WWK8 does this on a regular basis through Edline, report cards, parent conferences, MTSS meetings with key stakeholders and ESE staffing's.

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.

WWK8 is very fortunate to have a variety of community organizations and business partners who donate funds, supplies and volunteer time to our school on an ongoing basis. These organizations are recognized in a multitude of ways including any of the following: Thank you letters from Administration, hand-written thank you cards created by students, and on the website or marquee. Our business partners are welcome to share information at school events. WWK8 has student groups that raise funds for several charities, conduct canned food drives for the Salvation Army Thanksgiving Drive and engage in community activities. In addition, our guidance department, in partnership with several of our local churches, provide backpacks full of food for approximately 40 students every week, complete Thanksgiving Dinners for approximately 40 families, presents for needy students, a regular supply of new shoes, school supplies and basic hygiene products. WWK8's volunteer coordinator reaches out to help fill volunteer needs in our classrooms and at school events. Our PTO and SAC Committees meet on a monthly basis to discuss school highlights and concerns, identify needed resources including staff development thereby providing opportunities for our school community groups to support student achievement.

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
Cerro, Janet	Principal
DeArmas, Jennifer	Other
Minichino, Jillian	Assistant Principal
Cooper, Michael	Teacher, K-12
Santiago, Laura	Teacher, K-12
Edwards, Carissa	Teacher, K-12
Johns, Kimberly	School Counselor
Stewart, Cindy	Assistant Principal
Vest, Cheryl	Teacher, K-12
LeBlanc, Barby	Teacher, K-12
Mendez, Al	Teacher, K-12
Shumate, Jeff	Teacher, K-12
Ploskonka, Tracie	Teacher, K-12
Csont, Rebekah	Teacher, K-12
castoria, lisa	
McDonnell, Caitlyn	Teacher, K-12
Wogan, Kristen	Teacher, K-12
Sather, Theresa	Teacher, K-12
Arnold, Heather	Teacher, K-12
Flateau, Amanda	Teacher, K-12
Medina, Debbie	Paraprofessional

b. Duties

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

The Principal meets with the administrative team at least once per week to discuss the needs of students and teachers and to collaborate about strategies to provide support in order to work towards our SIP goals. The administrative team's primary role is to support teachers in their classrooms and to provide a strong focus on school goals and student data to guide instructional planning.

The school-based leadership team (SBLT) meets to review school data and initiatives. The administrative team provides training to teachers in data analysis so that they may also collaborate on their own to continuously analyze formative assessment data. The data includes common assessments, progress monitoring , and individual student performance.

The Principal and Assistant Principals work together to conduct walk-throughs and formal observations, collaborating weekly to discuss professional development and coaching needs based on the data collected in the walk-throughs and observations.

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 administration works collaboratively with the School Advisory Council (SAC), the School-Based Leadership Team (SBLT), Grade and Content Level PLC's, and the Literacy Leadership Team (LLT) to conduct a series of needs assessments each year. The SAC meets monthly, the SBLT and PLC's meets bi-weekly and the LLT meets as needed.

The priorities of our School Improvement Plan are based on school-wide assessment data. All available resources are utilized in order to meet the needs of all students and to maximize desired student outcomes. The administrative team actively participates in and facilitates professional development, professional learning communities and grade level PS/RtI data chats. WWK8 does not receive Title I funds. District-wide coaches provide support based upon the needs of our school.

The Elementary Assistant oversees our MTSS process and works closely with teachers to ensure that the needs of students are being met. WWK8 houses our bank of research-based resources in our media center and they are inventoried through Alexandria and made readily available to instructional staff. The Principal gathers input from teachers at the end of each school year about resources that they need for the next school year.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Janet Cerro	Principal
Michelle Sais-Hildebrandt	Teacher
Laura Santiago	Teacher
Jennifer Bronhard	Parent
Shannon Hull	Parent
Linda Jorgensen	Parent
Teri Lawson	Parent
Kimberly Parrino	Parent
Sharony Sheldon	Parent
Shaun Hull	Parent
Debbie Jensen	Education Support Employee
Terry Ovsianik	Education Support Employee
Nicole D'Acunto	Teacher
Sheryl Gleason	Teacher
Jennifer Kronenfeld	Teacher
Debbie Torres	Teacher
Beth Hunt	Parent
Michelle Rodriquez	Parent
David Rodriguez	Parent
Lisa Aleski	Parent
Windy Fuller	Parent
Kimberly Rimby	Parent
Geraldine Sanchez	Parent
Christina Sullens	Parent
Kerri Walker	Parent
Lisa Whitman	Parent
Bill Whitman	Parent
Sandy Badger	Teacher
Lisa Castoria	Teacher
Jenny deArmas	Teacher
Jennifer Ladd	Teacher
Sarah McKenzie-Reapp	Teacher
Krissy Santore	Education Support Employee

b. Duties

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

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

a. Evaluation of last year's school improvement plan

Throughout the school year the principal provides updates to SAC about the school's progress toward meeting the SIP goal(s). Throughout the school year, the principal reviews student achievement data with SAC and shares information and provides input regarding the parent and teacher survey data. At the beginning of each school year, the principal provides SAC parents with a summary of the proposed SIP Goals and strategies and requests their input.

b. Development of this school improvement plan

The principal shares school-wide data, as well as the templates for the School Improvement Plan with SAC members. Input is solicited regarding the goals, barriers and strategies that are unique to Winding Waters K-8. SIP input is shared to gather as much input as possible from all stakeholders. This input is combined with input provided by teachers through their Team Leaders and the leadership team in order to create a SIP that is inclusive of as many parents, teachers and community members as possible.

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

The principal prepares the budget based on input from teachers, staff, parents and priorities set by the district. The SAC supports the school's initiatives to increase student achievement by reviewing the annual SAC budget to determine the best way to allocate funds for certain projects. The principal maintains a list of needed resources that are not funded by district money so as to insure that priorities are met if money is made available.

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

Child Care for SAC meeting - Budgeted
Envelopes for SAC Parent Survey -

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
Minichino, Jillian	Assistant Principal
Arnold, Heather	Teacher, K-12
Fremer, Bobbi	Teacher, K-12
Laushot, Misty	Teacher, K-12
Demaris, Sue	Teacher, K-12
Kronenfeld, Jennifer	Teacher, K-12
Bourne, Lauren	Teacher, K-12
Ovsianik, Terry	Paraprofessional
Santiago, Laura	Teacher, K-12
DeArmas, Jennifer	Other
Calderon, Jennifer	Teacher, K-12
Gleason, Sheryl	Teacher, K-12
McKenzie, Sarah	Teacher, K-12
Stewart, Cindy	Assistant Principal

b. Duties

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

The Literacy Leadership Team will:
• Engage in regular, ongoing, literacy professional development
• Participate in Professional Learning Communities and Study Groups
• Use data to analyze the effectiveness of instruction and redesign instruction and resources to meet the
student's instructional and intervention needs
• Participate in ongoing literacy dialogues with peers
• Create and share activities designed to promote literacy
• Support and participate in classroom research
• Support and participate in classroom demonstrations and modeling of research-based reading strategies
• Reflect on practice to improve instruction

The WWK8 Literacy Leadership Team Initiatives to promote literacy within the school:
1. Build a strong team of volunteers willing to set goals and plan a year-long focus calendar of activities and events.
– Conducted an initial LLT meeting.
– Formulated LLT Goals:
Goal #1 – Include literacy across the curriculum.
Goal #2 – Focus on school-wide literacy through activities and events.
– Plan a year-long focus calendar of activities and events.

2. Make literacy fun by promoting all forms of literacy, including thinking outside the reading block.
Classroom Activities
• Promote reading for enjoyment
– Read-Alouds
– Classroom Discussions
– Promoting the Reading Counts Program
Staff Activities

- Sharing best practices
- Book Clubs
- Discussion of Professional Articles
– Follow-up classroom activities

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.

Positive working relationships between teachers are encouraged, including collaborative planning and instruction. All grade level and content level teams have daily common planning time. Teachers collaborate weekly with grade level teams or subject area teams to unpack standards and align instructional practices and strategies with learning outcomes during their PLC's. Team building activities continue to be part of faculty and team meetings.
Some of our classrooms involve co-teaching situations which foster collaboration and teamwork. In addition, new teachers are assigned a school-based mentor through the district. An Organizing to Lead (OTL) group has been formed to increase teacher leadership through interest-based decision making.

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

The Principal is responsible for increasing teacher morale through strong communication, collaborative decision-making, and team building; increasing administrative presence in the classrooms, with frequent feedback and coaching; increasing professional development to promote continuous job-embedded professional growth; establishing a strong support system with mentoring for teachers new to the school and offering Teacher as Leader opportunities.

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

Teacher mentors are designated by the district office to insure that WWK-8 teachers feel supported and get any assistance required. Mentoring pairings are based on grade level and curricular similarities as well as area of expertise. The mentors/mentees will participate in meetings to review any topics that support positive on-going relationships. Regular meeting topics include the roles of school personnel - where to get help, the use of instructional technology, the Danielson evaluation model and specifics of each domain, and communication with parents. Teachers in the mentoring program will participate in observing model classrooms to improve their teaching practice.

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 provides each grade level with Curriculum Maps that are aligned with the Florida Standards. Each teacher has been provided direction on how to access the Curriculum Maps via Single Sign-on. Teachers have been instructed on how to examine and utilize the student learning progressions to meet the needs of our students with with Florida Standards and continue to raise the rigor in lessons. The District has provided training for all instructional personnel regarding core

curriculum. Teachers and administration regularly meet to review formative and summative data and best practices to improve student achievement in identified standards of weakness.

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.

Data analysis meetings are held with grade level teams and individual teachers. Teachers analyze their student data to determine the differentiated levels of small group instruction. A pivotal technology based program that provides supplemental instruction in reading and math is called Successmaker. Successmaker correlates to the Florida State Standards and is an indicator to FSA student performance. Teachers adjust their instruction according to student performance data. We have launched a primary iPad Initiative that provides this technology tool in a 2:1 ratio in several classrooms. Each grade level team uses common and formative assessments to determine possible deficiencies and meet to discuss strategies for improvement and increased rigor on identified areas of weakness. Teachers engage in common planning to collaboratively lesson plan and specifically target the lowest quartile students' needs and map out enrichment for the higher achieving group of students. Grade level teams meet to review assessment data and common assessments to revise instruction to better align with the rigorous Florida Standards expectations. In addition, teacher/ student data chats occur regularly to review individual student data, progress, student-set goals and areas in need of improvement. SBLT meetings are held to review school level data and discuss connections to our SIP goals with respect to implemented school wide initiatives and student progress. All grade level teams and departments will create Smart Goals to monitor student progress quarterly using a continuous improvement cycle format.

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: Before School Program

Minutes added to school year: 0

Funds are not available to offer any of the strategy types listed above.

Strategy Rationale

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

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.

WWK8 currently has a Pre-K ESE unit that facilitates the transition for students with special needs from FDLRS into the school system starting at age 3. Identified students are staffed into the program and provided a variety of supports to work on transitioning into a regular classroom in Kindergarten. Toward the end of the school year, Pre-K students visit Kindergarten classrooms to acclimate to kindergarten routines in an effort to prepare for transition.

WWK8 facilitates two evening Kindergarten Round-Up sessions in May to pre-screen Kindergarten candidates, introduce Kindergarten teachers and share curriculum expectations.

Fifth grade students transitioning into our middle school and their families attend an orientation in May when the administration shares what middle school looks like, changes that affect students and choices offered for electives. Students are given elective menus to select what they would prefer for the following year. Middle school students share the student views of middle school and important information for social transition. In addition, students then follow a mock sixth grade schedule for the portion of the day to afford them the opportunity to meet the middle school teachers, become familiar with how schedules work and allow them to ask questions.

Eighth grade students are invited to tour the high school campus and come to a Freshman Orientation to learn about class selection, high school options and career clusters.

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.

NA

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

NA

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

NA

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.

NA

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"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. Through the implementation of a continuous improvement cycle as a data driven problem solving process, overall student performance will increase.

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. Through the implementation of a continuous improvement cycle as a data driven problem solving process, overall student performance will increase. 1a

🔍 G099123

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	80.0
Math Lowest 25% Gains	80.0

Targeted Barriers to Achieving the Goal 3

- Lack of understanding of how to access student performance data.

- Not using collaborative planning effectively. Needs to be structured with expectations in place.

- Lack of understanding of how to disaggregate and interpret student performance data.

- Aligning standards with classroom instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Assessment Coordinator

- District Professional Development

- State and Common Assessments

- Performance Matters

- RISE Teacher Mentor Program

- MTSS Coordinator

- Site-based Professional Development

- School Based Leadership Team (SBLT)

- Professional Learning Communities (PLCs)

- Teacher Talks with Principal and Leadership Team

- SMART goals identified at every grade/content level

Plan to Monitor Progress Toward G1. 8

Student performance results on local and state assessments.

Person Responsible
Janet Cerro

Schedule
Quarterly, from 9/1/2017 to 5/25/2018

Evidence of Completion
Increased student performance on local and state assessments.

Action Plan for Improvement

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

Problem Solving Key

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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. Through the implementation of a continuous improvement cycle as a data driven problem solving process, overall student performance will increase. `1`

🔑 G099123

G1.B1 Lack of understanding of how to access student performance data. `2`

🔑 B266861

G1.B1.S1 Teams will be provided with on-going training/modeling on how to access student performance data. `4`

🔑 S282766

Strategy Rationale

There is a need for teachers to independently access their student data.

Action Step 1 `5`

Meet with grade level/department teams to ensure understanding of how to access student performance data.

Person Responsible

Jennifer DeArmas

Schedule

Every 6 Weeks, from 9/1/2017 to 5/25/2018

Evidence of Completion

Transformative practices schedule is in place to ensure this professional collaboration occurs.

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

A fidelity check will be done during bi-monthly data chats.

Person Responsible

Janet Cerro

Schedule

Monthly, from 9/1/2017 to 5/25/2018

Evidence of Completion

During data chats, principal will look for teacher preparation and participation that indicates that the teacher is able to access his/her data.

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

Teachers will demonstrate understanding of how to access student data for future planning.

Person Responsible

Janet Cerro

Schedule

Biweekly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Evidence of their proficiency will be demonstrated in their lesson plans to include differentiated instruction.

G1.B2 Not using collaborative planning effectively. Needs to be structured with expectations in place. [2]

🔍 B266862

G1.B2.S1 Collaborative planning must be structured with expectations in place. [4]

🔍 S282767

Strategy Rationale

Effective collaborative planning is necessary to cultivate deep conversation based around student data, thus driving instruction.

Action Step 1 [5]

Every two weeks, teams will meet to review student data, curriculum map, look at student work, and plan collaboratively.

Person Responsible

Jillian Minichino

Schedule

Biweekly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B2.S1 [6]

Conduct fidelity checks during collaborative planning.

Person Responsible

Jillian Minichino

Schedule

Monthly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Fidelity checks will measure effectiveness of collaborative planning.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Administrative participation in biweekly meetings.

Person Responsible

Jillian Minichino

Schedule

Biweekly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Development of grade level common formative and summative assessments resulting in increased student performance.

G1.B3 Lack of understanding of how to disaggregate and interpret student performance data. `2`

🔍 B266863

G1.B3.S1 Instructional staff will participate actively in Professional Learning Communities (PLCs) allowing for increased understanding of disaggregating and interpreting student data. `4`

🔍 S282769

Strategy Rationale

All instructional staff must know how to effectively disaggregate and interpret student data in order to meet the needs of all students.

Action Step 1 `5`

Administration will facilitate and provide guidance and support during Professional Learning Communities (PLCs).

Person Responsible

Cindy Stewart

Schedule

Biweekly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Teachers will disaggregate and interpret student performance data during Professional Learning Communities (PLCs).

Person Responsible

Cindy Stewart

Schedule

Biweekly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Through student work sort protocols, teachers will demonstrate understanding of student needs.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Fidelity checks will be administered during Professional Learning Communities (PLCs).

Person Responsible

Cindy Stewart

Schedule

Biweekly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Administration will look for student work sort and evidence of strategies to address student needs.

G1.B4 Aligning standards with classroom instruction. 2

B266864

G1.B4.S1 Teachers must align standards with instructional practices. 4

S282770

Strategy Rationale

Teachers must be teaching to the standards.

Action Step 1 5

Walkthroughs will be completed consistently by administration to assure that standards based instruction is occurring.

Person Responsible

Janet Cerro

Schedule

Monthly, from 9/1/2017 to 5/25/2018

Evidence of Completion

Classroom instruction will be aligned to standard.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

A minimum of six observations will be conducted of all instructional staff to ensure alignment of standard with instruction.

Person Responsible

Janet Cerro

Schedule

Monthly, from 9/1/2017 to 5/25/2018

Evidence of Completion

"I can" or "Essential Question" will be standard based and will align with instruction.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 `7`

It is a school wide expectation that daily lesson plans are available during administrative observations (walkthroughs).

Person Responsible

Janet Cerro

Schedule

Daily, from 9/1/2017 to 5/25/2018

Evidence of Completion

Standards are posted in lesson plans and the basis of the "I can" or "Essential Questions."

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1 🔑 M414598	Student performance results on local and state assessments.	Cerro, Janet	9/1/2017	Increased student performance on local and state assessments.	5/25/2018 quarterly
G1.B1.S1.MA1 🔑 M414590	Teachers will demonstrate understanding of how to access student data for future planning.	Cerro, Janet	9/1/2017	Evidence of their proficiency will be demonstrated in their lesson plans to include differentiated instruction.	5/25/2018 biweekly
G1.B1.S1.MA1 🔑 M414591	A fidelity check will be done during bi-monthly data chats.	Cerro, Janet	9/1/2017	During data chats, principal will look for teacher preparation and participation that indicates that the teacher is able to access his/her data.	5/25/2018 monthly
G1.B1.S1.A1 🔑 A381525	Meet with grade level/department teams to ensure understanding of how to access student performance...	DeArmas, Jennifer	9/1/2017	Transformative practices schedule is in place to ensure this professional collaboration occurs.	5/25/2018 every-6-weeks
G1.B2.S1.MA1 🔑 M414592	Administrative participation in biweekly meetings.	Minichino, Jillian	9/1/2017	Development of grade level common formative and summative assessments resulting in increased student performance.	5/25/2018 biweekly
G1.B2.S1.MA1 🔑 M414593	Conduct fidelity checks during collaborative planning.	Minichino, Jillian	9/1/2017	Fidelity checks will measure effectiveness of collaborative planning.	5/25/2018 monthly
G1.B2.S1.A1 🔑 A381526	Every two weeks, teams will meet to review student data, curriculum map, look at student work, and...	Minichino, Jillian	9/1/2017		5/25/2018 biweekly
G1.B3.S1.MA1 🔑 M414594	Fidelity checks will be administered during Professional Learning Communities (PLCs).	Stewart, Cindy	9/1/2017	Administration will look for student work sort and evidence of strategies to address student needs.	5/25/2018 biweekly
G1.B3.S1.MA1 🔑 M414595	Teachers will disaggregate and interpret student performance data during Professional Learning...	Stewart, Cindy	9/1/2017	Through student work sort protocols, teachers will demonstrate understanding of student needs.	5/25/2018 biweekly
G1.B3.S1.A1 🔑 A381527	Administration will facilitate and provide guidance and support during Professional Learning...	Stewart, Cindy	9/1/2017		5/25/2018 biweekly
G1.B4.S1.MA1 🔑 M414596	It is a school wide expectation that daily lesson plans are available during administrative...	Cerro, Janet	9/1/2017	Standards are posted in lesson plans and the basis of the "I can" or "Essential Questions."	5/25/2018 daily
G1.B4.S1.MA1 🔑 M414597	A minimum of six observations will be conducted of all instructional staff to ensure alignment of...	Cerro, Janet	9/1/2017	"I can" or "Essential Question" will be standard based and will align with instruction.	5/25/2018 monthly
G1.B4.S1.A1 🔑 A381528	Walkthroughs will be completed consistently by administration to assure that standards based...	Cerro, Janet	9/1/2017	Classroom instruction will be aligned to standard.	5/25/2018 monthly

V. Professional Development Opportunities

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

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	Meet with grade level/department teams to ensure understanding of how to access student performance data.	$0.00
2	G1.B2.S1.A1	Every two weeks, teams will meet to review student data, curriculum map, look at student work, and plan collaboratively.	$0.00
3	G1.B3.S1.A1	Administration will facilitate and provide guidance and support during Professional Learning Communities (PLCs).	$0.00
4	G1.B4.S1.A1	Walkthroughs will be completed consistently by administration to assure that standards based instruction is occurring.	$0.00
		Total:	$0.00