

Orange County Public Schools

Windermere High



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	10
Budget to Support Goals	0

Windermere High

5523 WINTER GARDEN VINELAND RD, Windermere, FL 34786

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

School Demographics

School Type and Grades Served (per MSID File) High School 9-12	2017-18 Title I School No	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) 24%
Primary Service Type (per MSID File) K-12 General Education	Charter School No	2018-19 Minority Rate (Reported as Non-white on Survey 2) 52%

School Grades History

Year	2017-18
Grade	B

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

OCPS Vision: To be the top producer of successful students in the nation.

School Leadership Team

Membership

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

Name	Title
Guthrie, Douglas	Principal
Linehan, John	Assistant Principal
Robb, Sheri	Assistant Principal
Granberry, Keyonata	School Counselor
Hernando, Roxana	Other
Michielssen, Whitney	School Counselor
McCormick, Kelly	Instructional Coach
Greene, Stephanie	Instructional Coach
Plumlee, Taylor	Assistant Principal
Salazar, Adele	Assistant Principal
Lynxwiler, Nancy	Assistant Principal
Newcomer, Amanda	Instructional Coach

Duties

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

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

Our instructional branch of the leadership team comprised of our CRT, Reading Coach, Advanced Placement Coordinator and Guidance Coordinator will be aware of all SIP goals and will support the School Improvement Plan by participating in PLC groups to which they will be assigned. The instructional coaches are responsible for providing on going faculty development. In addition the coaches support and answer questions of the PLC members as needed, assist with the creation of

unit lesson plans, guide data discussions of common classroom assessments along with state and Progress Monitoring Activities, and will help with the analysis of data to direct instruction if needed to assist PLCs to reach the goals set forth in the School Improvement Plan. The coaches also will be sure that all information from the principal designated for the PLCs is shared with the PLC lead.

Early Warning Systems

Year 2017-18

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	149	161	164	0	474
One or more suspensions	0	0	0	0	0	0	0	0	0	62	59	43	0	164
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	267	209	205	1	682
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	211	151	11	0	373

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	210	165	106	0	481

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Monday 7/16/2018

Year 2016-17 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Year 2016-17 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Math learning gains and math lowest quartile were our areas that performed the lowest among our own data and against the state data. This is our first year of available data, so no trend data is available.

Which data component showed the greatest decline from prior year?

No previous year data due to new school status.

Which data component had the biggest gap when compared to the state average?

Math learning gains and math lowest quartile show the most room for improvement compared to state averages.

Which data component showed the most improvement? Is this a trend?

No previous year data due to new school status, so trends and improvement are unavailable.

Describe the actions or changes that led to the improvement in this area.

No previous year data due to new school status, so trends and improvement are unavailable.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	67%	54%	56%	0%	51%	52%
ELA Learning Gains	58%	51%	53%	0%	47%	46%
ELA Lowest 25th Percentile	47%	40%	44%	0%	36%	38%
Math Achievement	57%	49%	51%	0%	40%	43%
Math Learning Gains	47%	44%	48%	0%	51%	39%
Math Lowest 25th Percentile	38%	39%	45%	0%	55%	38%
Science Achievement	79%	66%	67%	0%	66%	65%
Social Studies Achievement	74%	69%	71%	0%	67%	69%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Attendance below 90 percent	149 (0)	161 (0)	164 (0)	0 (0)	474 (0)
One or more suspensions	62 (0)	59 (0)	43 (0)	0 (0)	164 (0)
Course failure in ELA or Math	267 (0)	209 (0)	205 (0)	1 (0)	682 (0)
Level 1 on statewide assessment	211 (0)	151 (0)	11 (0)	0 (0)	373 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	65%	50%	15%	53%	12%
	2017					
Cohort Comparison						
10	2018	61%	49%	12%	53%	8%
	2017					
Cohort Comparison		61%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	74%	62%	12%	65%	9%
2017					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	71%	65%	6%	68%	3%
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	39%	61%	-22%	62%	-23%
2017					
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	64%	65%	-1%	56%	8%
2017					

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	20	31	30	29	42	43	41	53			
ELL	35	50	46	48	48	37	58	65			
ASN	81	60	33	74	52		90	90			
BLK	69	61	37	52	49	50	67	51			
HSP	55	55	48	49	46	37	67	69			
MUL	68	48		50	29		60	100			
WHT	72	60	52	62	47	39	85	81			
FRL	54	51	44	46	44	40	67	60			
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title DPLC & CLOSE Reading Implementation

Rationale Teachers will implement the strategies from DPLC that focus on literacy, complex texts as the basis for participating in rigorous discussions and responding to text-dependent questions.

Intended Outcome To increase student achievement and improve literacy skills among all students.

Point Person Douglas Guthrie (douglas.guthrie@ocps.net)

Action Step

Description Teachers will have access to the process of deconstructing the standards and selecting teaching materials/text that reflect the level of rigor presented on the Florida Standards Assessment during pre-planning and throughout the year. Members of the District Professional Learning Community will provide support in CLOSE reading strategies. Our specific area of focus is text-dependent questions. The PLCs will be supported with by a content-specific DPLC team member and their administrator. PLCs will meet at minimum once per week to support the process of collaborative lesson planning and planning for common formative assessments.

Person Responsible Douglas Guthrie (douglas.guthrie@ocps.net)

Plan to Monitor Effectiveness

Description Assessing administrators will work with coaches to conduct regular walk-through observations, looking for implementation of CLOSE reading strategies, as well as reviewing quarterly PMA data in Biology, ELA I, ELA II, Algebra I, Geometry, and US History. Administrators will review lesson plans for evidence of CLOSE reading strategies implementation and student practice activities.

Person Responsible Douglas Guthrie (douglas.guthrie@ocps.net)

Activity #2

Title Increased Use of Data

Rationale Build teacher capacity in the use of English Language Arts and Math data to allow for informed decision making within their professional learning communities in order to effectively deliver rigorous, standards based instruction with a focus on close reading strategies to improve student achievement.

Intended Outcome To improve math proficiency for our lowest quartile and improve math learning gains.

Point Person Taylor Plumblee (taylor.plumblee@ocps.net)

Action Step

Description Coaches and administrators will work with the PLCs to regularly provide common assessment data as well as previous years testing scores for all available students to allow teachers to monitor individual student data and potential learning gains. Coaches and administrators will incorporate components of culturally responsive instruction in professional learning community planning sessions. These components will seek to directly address identified achievement gaps. Our math coach will be providing targeted PD for math teachers to support the use of data in the classroom at an individual student level to drive instruction and support the growth and achievement of all students, including those in our lowest quartile. Our student services team has worked to review student course selection to ensure students are placed into appropriately rigorous courses, while also ensuring the proper supports for student success which include opportunities for student to attend regular tutoring in all core content areas. We will specifically target our lowest quartile through connect orange messaging, student services meetings, and our admin mentoring program, encouraging these students to attend content area tutoring. In order to support improvements in math learning gains, we will offer Saturday school enrichment opportunities to all students which will be marketed extensively to students through social media and our connect orange messaging system.

Person Responsible Taylor Plumblee (taylor.plumblee@ocps.net)

Plan to Monitor Effectiveness

Description Common formative assessment data from quarterly progress monitoring assessments (PMAs) will be monitored and discussed with instructional coach and evaluating administrator during professional learning community time. Administrators will pull the PMA data for each department after the assessment and lead a data chat to address areas of success and areas of growth. Included in this process will be a plan for remediation for specifically identified standards of need. Math teachers will also conduct student data chats to provide students an opportunity to understand their individual student data and their individual progress in achieving mastery of the content and growth in the content area.

Person Responsible Taylor Plumblee (taylor.plumblee@ocps.net)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

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

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

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

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

All members of Windermere High school staff participate in professional learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about instructional practices that promotes student engagement and yields high student learning. We also visit feeder middle schools through consortium meetings. Students visit tech center and colleges to see additional opportunities that are available. Students participate in several opportunities where the colleges visit the campus and provide students information and expectations of the college life after high school. The district offers a college day where juniors attend and can speak to a variety of college admissions officers. The guidance counselors and the College and Career Specialist hosts presentations for the students, parents and community members in our college and career center, such as college essay writing, FAFSA boot camps, and college application process.

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

Windermere High School will utilize the MTSS three-tiered model of support. Teachers will meet in Professional Learning Community (PLC) teams on a weekly basis to review and monitor student data. The data will be based on historical data such as End-of-Course Exams, Florida Standards Assessment results, and teacher created formative assessments. The PLC teams will have collaborative discussions on the successful strategies that lead to student mastery of content. Through the assessments the teachers will identify students' needs and work towards implementing these strategies in their classroom. The MTSS team will also attend the meetings to provide support and resources to the teachers. The budgetary decisions are made by the principal in collaboration with the Faculty Advisory Committee and the leadership team.

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

Windermere High School's pre-majors and pathways pave the way for students to explore the world around them and actively seek possibilities and explore options for their future. The active promotion of increased student participation and performance through our Advanced Placement, dual enrollment, and career technical courses prompts counselors to meet with students in classes and individually to discuss goals, courses offered, career opportunities and college visits with admissions representatives. We have implemented the Naviance system to help our students research colleges and prepare for college admission. Students will be receiving information about colleges and careers through our social media platforms and the Naviance system. Each student also creates an individual plan for academic success with his or her counselor. Additionally, Guidance Services works collaboratively with colleges to inform and support students and parents in graduation and college readiness goals.