Orange County Public Schools

Windy Ridge K 8

2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics 3

Purpose and Outline of the SIP 4

School Information 7

Needs Assessment 9

Planning for Improvement 15

Title I Requirements 16

Budget to Support Goals 0

Windy Ridge K 8

3900 BEECH TREE DR, Orlando, FL 32835

https://windyridgek8.ocps.net/

Demographics

Principal: Karena Chunoo

Start Date for this Principal: 7/25/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	48%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (73%) 2017-18: A (77%) 2016-17: A (77%) 2015-16: A (73%) 2014-15: A (81%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

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 Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

Table of Contents

Purpose and Outline of the SIP 4

School Information 7

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	No	49%

Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	66%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	A	A	A

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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.

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement.

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	Job Duties and Responsibilities
Jackson, Charles	Principal	
Cotelo, Katelyn	Instructional Coach	
Schrimsher , Rachel	Instructional Coach	
VanSickle, Keri	School Counselor	
Childs, Susan	Other	
Herrera, Jacqueline	Assistant Principal	
Spolski, Sarah	Other	
Brooks-Romney, Merlyn	School Counselor	
Bower, Belinda	Instructional Coach	
Carter, Diane	Assistant Principal	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	100	131	177	301	176	166	100	91	91	0	0	0	0	1333
Attendance below 90 percent	10	10	7	2	14	8	0	1	3	0	0	0	0	55
One or more suspensions	1	1	0	3	6	1	0	4	4	0	0	0	0	20
Course failure in ELA or Math	2	1	12	5	13	8	27	7	5	0	0	0	0	80
Level 1 on statewide assessment	0	0	0	5	37	32	12	6	5	0	0	0	0	97

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	22	40	49	8	6	4	0	0	0	0	129

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	1	1	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated

Thursday 7/11/2019

Prior Year - 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	17	9	15	18	14	10	4	3	5	0	0	0	0	95
One or more suspensions	1	2	2	1	2	0	2	0	2	0	0	0	0	12
Course failure in ELA or Math	0	5	5	10	8	14	15	14	14	0	0	0	0	85
Level 1 on statewide assessment	0	0	0	47	33	38	7	5	1	0	0	0	0	131

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	1	14	8	8	3	1	4	0	0	0	0	40

Prior Year - 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	17	9	15	18	14	10	4	3	5	0	0	0	0	95
One or more suspensions	1	2	2	1	2	0	2	0	2	0	0	0	0	12
Course failure in ELA or Math	0	5	5	10	8	14	15	14	14	0	0	0	0	85
Level 1 on statewide assessment	0	0	0	47	33	38	7	5	1	0	0	0	0	131

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	1	1	14	8	8	3	1	4	0	0	0	0	40

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	78%	62%	61%	78%	67%	57%
ELA Learning Gains	66%	60%	59%	73%	62%	57%
ELA Lowest 25th Percentile	63%	55%	54%	61%	53%	51%
Math Achievement	82%	61%	62%	81%	62%	58%
Math Learning Gains	63%	60%	59%	69%	59%	56%
Math Lowest 25th Percentile	56%	54%	52%	60%	52%	50%
Science Achievement	74%	56%	56%	78%	55%	53%
Social Studies Achievement	84%	74%	78%	98%	81%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	100 (0)	131 (0)	177 (0)	301 (0)	176 (0)	166 (0)	100 (0)	91 (0)	91 (0)	1333 (0)
Attendance below 90 percent	10 (17)	10 (9)	7 (15)	2 (18)	14 (14)	8 (10)	0 (4)	1 (3)	3 (5)	55 (95)
One or more suspensions	1 (1)	1 (2)	0 (2)	3 (1)	6 (2)	1 (0)	0 (2)	4 (0)	4 (2)	20 (12)
Course failure in ELA or Math	2 (0)	1 (5)	12 (5)	5 (10)	13 (8)	8 (14)	27 (15)	7 (14)	5 (14)	80 (85)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	5 (47)	37 (33)	32 (38)	12 (7)	6 (5)	5 (1)	97 (131)

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	65%	55%	10%	58%	7%
	2018	66%	55%	11%	57%	9%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	70%	57%	13%	58%	12%

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
	2018	65%	54%	11%	56%	9%
Same Grade Comparison		5%				
Cohort Comparison		4%				
05	2019	65%	54%	11%	56%	9%
	2018	66%	55%	11%	55%	11%
Same Grade Comparison		-1%				
Cohort Comparison		0%				
06	2019	74%	52%	22%	54%	20%
	2018	78%	48%	30%	52%	26%
Same Grade Comparison		-4%				
Cohort Comparison		8%				
07	2019	84%	48%	36%	52%	32%
	2018	82%	48%	34%	51%	31%
Same Grade Comparison		2%				
Cohort Comparison		6%				
08	2019	89%	54%	35%	56%	33%
	2018	89%	55%	34%	58%	31%
Same Grade Comparison		0%				
Cohort Comparison		7%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2019	85%	62%	23%	62%	23%
	2018	68%	61%	7%	62%	6%
Same Grade Comparison		17%				
Cohort Comparison						
04	2019	75%	63%	12%	64%	11%
	2018	78%	62%	16%	62%	16%
Same Grade Comparison		-3%				
Cohort Comparison		7%				
05	2019	62%	57%	5%	60%	2%
	2018	68%	59%	9%	61%	7%
Same Grade Comparison		-6%				
Cohort Comparison		-16%				
06	2019	84%	43%	41%	55%	29%
	2018	86%	35%	51%	52%	34%
Same Grade Comparison		-2%				
Cohort Comparison		16%				
07	2019	93%	49%	44%	54%	39%
	2018	89%	51%	38%	54%	35%
Same Grade Comparison		4%				
Cohort Comparison		7%				
08	2019	61%	36%	25%	46%	15%
	2018	95%	32%	63%	45%	50%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Same Grade Comparison		-34%				
Cohort Comparison		-28%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2019	57%	54%	3%	53%	4%
	2018	63%	53%	10%	55%	8%
Same Grade Comparison		-6%				
Cohort Comparison						
08	2019	86%	49%	37%	48%	38%
	2018	91%	49%	42%	50%	41%
Same Grade Comparison		-5%				
Cohort Comparison		23%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	84%	66%	18%	71%	13%
2018	90%	66%	24%	71%	19%
Compare		-6%			

HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019					
2018					

ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2019	95%	63%	32%	61%	34%
2018	99%	61%	38%	62%	37%
Compare		-4%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	53%	47%	57%	43%
2018	100%	65%	35%	56%	44%
Compare		0%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	59	58	54	53	46	33	43	50			
ELL	62	65	65	73	65	65	53	60	59		
ASN	94	67		97	71		88	100	100		
BLK	74	62	50	72	49	40	62				
HSP	64	63	63	75	61	60	60	68	86		
WHT	87	70	67	88	70	57	85	91	89		
FRL	70	65	62	77	62	57	65	73	84		

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	41	48	34	51	68	67	62				
ELL	63	70	59	74	74	74	49	85			
ASN	88	74	50	97	82		92	100	94		
BLK	66	63	59	68	73	70	64				
HSP	69	67	55	80	73	71	70	79	81		
WHT	87	70	69	89	80	82	87	98	88		
FRL	68	66	58	76	73	68	71	78	88		

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
SWD	37	48	45	46	52	44	39				
ELL	53	68	66	58	60	52	54				
ASN	96	82	75	98	79		83		100		
BLK	63	66	58	66	62	67	61	100	83		
HSP	62	67	61	70	65	54	61	95	62		
WHT	89	79	58	90	71	65	91	98	96		
FRL	64	67	57	69	65	60	68	97	86		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A

ESSA Federal Index	
OVERALL Federal Index – All Students	73
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	76
Total Points Earned for the Federal Index	731
Total Components for the Federal Index	10
Percent Tested	100%

Subgroup Data

Students With Disabilities	
Federal Index - Students With Disabilities	50
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	64
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	89
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	58
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	68
Hispanic Students Subgroup Below 41% in the Current Year?	NO

Hispanic Students	
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	76
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	69
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

Students with Disabilities shows the lowest performance when compared to non-ESE students.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

5th Grade Math shows the greatest decline in performance. Contributing factors are: teacher performance and students with more than one early warning indicators

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

5th grade Math was 7% above state average; all other subjects and grades were higher than the state average.

Which data component showed the most improvement? What new actions did your school take in this area?

3rd grade Math showed the most improvement due to changes in teaching faculty and an intense focus on benchmark standards, carefully monitoring assessments, and PLC participation.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Students with Disabilities and English Language Learners

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Math 5th grade
2. Exceptional Student Education
3.
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Learning Gains in Mathematics
Rationale	Whole School Math Scores on the FSA dropped from 84% to 81%. Learning gains in Math schoolwide went from 72% to 62.6%. The lowest 25% of Windy Ridge K8 dropped from 74% to 55%.
State the measurable outcome the school plans to achieve	Math FSA scores, whole school, will increase 3 percentage points. Learning Gains will increase 5 percentage points. The lowest 25% will gain 10 percentage points in learning gains.
Person responsible for monitoring outcome	Diane Carter (diane.carter@ocps.net)
Evidence-based Strategy	5th grade math teachers will collaborate with a Master math teacher during PLC's. They will observe other teachers and reflect on their teaching. The Curriculum Resource teacher will provide insight and coaching to their lessons.
Rationale for Evidence-based Strategy	District-wide support of PLC's has proven to be an effective way to collaborate and increase student achievement.
Action Step	
Description	1. Identify areas of instruction that needs improvement 2. Provide coaching and modeling of instruction 3. Build a network of support for struggling students 4. 5.
Person Responsible	Rachel Schrimsher (rachel.schrimsher@ocps.net)

#2	
Title	Cultural Responsiveness
Rationale	Creating Cultural Responsiveness is a school improvement priority at Windy Ridge. We will incorporate multicultural literature and the arts that encompases the tapestry of student cultures represented at Windy Ridge.
State the measurable outcome the school plans to achieve	Using a survey of staff and SIP/SAC parents, we will seek feedback as to the increase in cultural responsiveness as a school.
Person responsible for monitoring outcome	Diane Carter (diane.carter@ocps.net)
Evidence-based Strategy	Social Media, morning announcements, newsletters and flyers will document and announce our multicultural activities throughout the year.
Rationale for Evidence-based Strategy	We will infuse and incorporate multiculturalism into all our areas: core classes, specials, electives, after school activities and recognitions.
Action Step	
Description	1. Present the holiday/cultural aspect being targeted: Hispanic Heritage, Diwali, Asian New Year, Hannukka, etc 2. Teachers will incorporate grade-appropriate activities such as picture books and short stories 3. Specials/electives will develop presentations, posters, powerpoints and video productions as appropriate 4. As appropriate, we will share on social media, morning announcements and newsletters 5. At the end of the school year, we will survey teachers, parents, SAC/SIP members for feedback
Person Responsible	Diane Carter (diane.carter@ocps.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Continual focus on benchmarks and continual improvements based on scores and iReady data will ensure our school remains focused on improving our scores schoolwide in Math.

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 Schoolwide Improvement Plan 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.

Windy Ridge enjoys a long-standing and rich tradition of sustained parent engagement and will continue to live this legacy by maintaining existing relationships and building new ones.

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.

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

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

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

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

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.

Scores are analyzed and desegregated to identify areas in need of improvement. Students and grade levels are identified and scheduling is carefully coordinated to give additional support; to teachers and to students. PLC's meet weekly and Data Chats are held monthly to assess, adjust, and refine the activities as needed.

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

Windy Ridge has middle school and high school counselors visit the school to advise students on academic planning for their future. Guidance counselors teach college and

career readiness lessons and administer student surveys through their 8th grade US History classes.
School-wide events (college day, spotlighting teacher college pride for their alma mater, teacher affinity signs) promote local and state college awareness and is celebrated by all members at Windy Ridge.Teach-In allows community members to present their occupations to students in order to raise awareness of career opportunities within the community.