Windermere High

2019-20 Schoolwide Improvement Plan

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Windermere High

5523 WINTER GARDEN VINELAND RD, Windermere, FL 34786

https://windermerehs.ocps.net/

Demographics

Principal: Andrew Leftakis

Start Date for this Principal: 6/20/2016

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
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)	26%
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: B (60%) 2017-18: B (58%) 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
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	TS&I
* 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.

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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)
High School 9-12	No	24%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	52%

School Grades History

Year	2018-19	2017-18
Grade	B	B

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SIP Authority

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Purpose and Outline of the SIP

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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	Job Duties and Responsibilities
Guthrie, Douglas	Principal	Academic Coach Performance and Results Academic Focus Clear Progression Academic Language Availability – Parents/Teachers/Community/Students Bookkeeping Budget Close Reads Common Assessments Common Lesson Plans CRMs Differentiated Instruction Discipline Team Meeting (DTM) attended by Principal DPLC Legacy Lesson Plans Lesson Studies Liaison with Curriculum Achievement Office Open House Orientation PLCs Pre Planning Professional Development Opportunities – School Year/Summer PTSO Rotational Model SAC Staff Training Teachers Attend Summer Training Teachers Responsible for Student Success Testing Coordinator Training for New Teachers
Linehan, John	Assistant Principal	Active Shooter AEDs Maintained and Mapped Athletics/Clubs Booster Club(s) CLAW Day CPR Trained, Every Student Demographics of Extra Curricular Discipline 11th Drills Notify District :30 Ahead of Drill 200-3333 and After Drill is Completed Event Supervision/Duties FAC - Administration Representative Fire Extinguisher Report Five Star School Food Pantry Gate Guards Healthy School Team Last Days of School – Follow students to the courtyard and

Name	Title	Job Duties and Responsibilities
		beyond Learn Fight Song/Alma Mater/Response Cheer Lock Down Lockers Marque Messages OCPS Gives Parking Partners in Education Property Manager Radio Distribution RAPTOR Safe School Plan Safety – Plan/Prepare/Practice, Practice, Practice School Spirit Severe Weather Shelter Coordinator Student Activities/Athletics Summer School Table Top Teacher Appreciation Transportation/Buses World Heart Day in September Academics/Arts/Athletics Equally Important
Robb, Sheri	Assistant Principal	504 Counselor Chemical Storage Discipline 12th/ESE ESE FAC - Administration Representative Facilitated Support Gifted Graduation/Senior Events MTSS Coach New Teacher Extravaganza Social Media/Communication SSD ACT/SAT Staffing Specialist APUSH and AP Biology students take EOCs
Granberry, Keyonata	School Counselor	Meet with D and F Students every PR and RC National Student Clearinghouse Data (NSC) Naviance 10-12 Schedules out in July for Students to Review STEAM/Pre-Majors Students below a 2.0 GPA by Grade Level Identified Tracking non-graduates

Name	Title	Job Duties and Responsibilities
Hernando, Roxana	Other	ELL WIDA
Plumblee, Taylor	Assistant Principal	Academics/Arts/Athletics Equally Important AICE/Advanced Placement Coordinator AP Scholars Recognized Associate's Degree - Dual Enrollment Attendance/Students Character Lab College and Career Ready College Board Opportunity Scholarships College Volunteer CTE Dual Enrollment Dual Enrollment/College ELL FAFSA Registration FASFA Completion Financial Aid Night/Information FSA Review Relative to Past Learning Gains FTE Guidance Counselors HOPE Scholarships Industry Certifications Legacy Liaison with Curriculum Achievement Office Making Smart Cool/Honor Roll/Certificates Meet with D and F Students every PR and RC Mentor Coordinator/Students National Academic Signing Day National Merit Scholars National Student Clearinghouse Data (NSC) Naviance 10-12 Open House Orientation PLTW Project Impact PTSO Ranking among all Florida Schools SAC Saturday School Schedules out in July for Students to Review Scholar Event (Fall) Scholarship Money-Help Students to Acquire Scholarship Money-Keep track of Amount STEAM/Pre-Majors Students below a 2.0 GPA by Grade Level Identified Substitutes Summer School

Name	Title	Job Duties and Responsibilities
		Super Scholars Teach In Top 50 Students Apply to at Least 2 Top Schools/Each ToY/SPoY Tracking non-graduates Tutoring for Students WIDA
Lynxwiler, Nancy	Assistant Principal	A/C Function ACFI - Fire Inspector Additions Volunteers All Assets Tagged Chemical Storage Culturally Responsive Schools - CRS Custodial Device Handout Digital 1:1 Discipline 9th/Attendance Environmental Compliance Field Trips Fire Extinguisher Report Five Star School Flammable Storage Fundraising Approval Inventory Key Distribution No Property Moved Without Update in SAP Partners in Education Property Manager Recycling Responsible for Tardy Students Student/Staff IDs Summer Indoor Air Quality Monitoring Textbook Inventory Work Orders
Newcomer, Amanda	Instructional Coach	AICE/Advanced Placement Coordinator AP Scholars Recognized APUSH and AP Biology students take EOCs Mentor Coordinator/Students Saturday School Scholar Event (Fall) Student Advisement prior to testing season Student Data Chats Tutoring for Students
Kennedy, Elizabeth	Assistant Principal	College Board Opportunity Scholarships Contact Principal before any Level 3 Suspension and for All

Name	Title	Job Duties and Responsibilities
		Level 4s Culturally Responsive Schools - CRS Detention Discipline Discipline 10th Discipline 11th Discipline 12th/ESE Discipline Team Meeting (DTM) attended by Principal HERO HOPE Scholarships Level 4 Meetings Males of Color - MOC Mental Health Designee PASS Project Impact Reading Plan Tier 2 and 3 Threat Assessment Team Title IX Coordinator
Stokes, Daniel	Instructional Coach	Academic Coach Performance and Results Academic Focus Clear Progression Academic Language Close Reads College Volunteer Common Assessments Common Lesson Plans CRMs Differentiated Instruction DPLC FSA Review Relative to Past Learning Gains Khan Academy Lesson Plans Lesson Studies New Teacher Extravaganza PLCs Pre Planning Professional Development Opportunities – School Year/Summer Rotational Model Staff Training Teach In Teachers Attend Summer Training Teachers Responsible for Student Success Training for New Teachers

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	0	0	0	0	0	0	0	0	0	984	917	762	701	3364
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	123	166	215	177	681
One or more suspensions	0	0	0	0	0	0	0	0	0	85	75	69	64	293
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	284	311	196	137	928
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	217	219	106	37	579

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	0	0	0	0	0	0	198	230	166	102	696

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	11	0	0	3	4	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	4	2	5	8	19

FTE units allocated to school (total number of teacher units)
175

Date this data was collected or last updated
Monday 8/26/2019

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	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 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	0	0	0	0	0	0	210	165	106	0	481

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	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 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	0	0	0	0	0	0	210	165	106	0	481

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	70%	55%	56%	0%	51%	53%
ELA Learning Gains	59%	53%	51%	0%	46%	49%
ELA Lowest 25th Percentile	44%	40%	42%	0%	34%	41%
Math Achievement	56%	43%	51%	0%	34%	49%
Math Learning Gains	52%	49%	48%	0%	33%	44%
Math Lowest 25th Percentile	42%	46%	45%	0%	33%	39%
Science Achievement	74%	70%	68%	0%	64%	65%
Social Studies Achievement	79%	73%	73%	0%	67%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	984 (0)	917 (0)	762 (0)	701 (0)	3364 (0)
Attendance below 90 percent	123 (149)	166 (161)	215 (164)	177 (0)	681 (474)
One or more suspensions	85 (62)	75 (59)	69 (43)	64 (0)	293 (164)
Course failure in ELA or Math	284 (267)	311 (209)	196 (205)	137 (1)	928 (682)
Level 1 on statewide assessment	217 (211)	219 (151)	106 (11)	37 (0)	579 (373)

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
09	2019	67%	52%	15%	55%	12%
	2018	65%	50%	15%	53%	12%
Same Grade Comparison		2%				
Cohort Comparison						
10	2019	65%	50%	15%	53%	12%
	2018	61%	49%	12%	53%	8%
Same Grade Comparison		4%				
Cohort Comparison		0%				

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
2019	73%	67%	6%	67%	6%
2018	74%	62%	12%	65%	9%
Compare		-1%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	76%	69%	7%	70%	6%
2018	71%	65%	6%	68%	3%
Compare		5%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	46%	63%	-17%	61%	-15%
2018	39%	61%	-22%	62%	-23%
Compare		7%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	60%	53%	7%	57%	3%
2018	64%	65%	-1%	56%	8%
Compare		-4%			

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	18	25	25	14	30	34	32	36			
ELL	41	52	49	46	53	49	60	57			
ASN	81	69	33	75	58		90	85			
BLK	59	55	38	30	31	43	63	74			
HSP	60	54	45	52	52	41	70	74			
MUL	92	74		71	67		85	67			
WHT	74	61	47	60	54	46	75	83			
FRL	54	49	33	42	44	42	62	71			
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

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)	TS&I
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	73

ESSA Federal Index	
Total Points Earned for the Federal Index	549
Total Components for the Federal Index	9
Percent Tested	98%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	53
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	70
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	49
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	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	76

Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	NO
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	65
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	52
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.

Math lowest quartile was our area that performed the lowest among our own data and as compared to the district data. There is a positive trend in this area, as we have made progress in closing the gap between our school's performance and the district performance in this area. We performed 22 points lower than the district in 2018, and only 17 points lower in 2019. We had an underperforming teacher who has been moved out of the Algebra I content area for the coming year.

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

Our Geometry End of Course (EOC) results dropped by 4 points compared to the 2018 school year. This is due to a change in the middle school math course progression. However, there is a positive trend in this area as well. In 2018 our performance was 1 point less than the district. In 2019, we outperformed the district average by 7 points

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.

Math lowest quartile learning gains was the area with the greatest gap when compared to the state average. However, there is a positive trend in this area, as we have made progress in closing the gap

between our school's performance and the district performance in this area. We performed 22 points lower than the district in 2018, and only 17 points lower in 2019. We had an underperforming teacher who has been moved out of Algebra I for the coming year. Similarly, we have closed the gap between our school and the state in this area as well.

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

Math learning gains showed the most improvement over the past year. This was due in part to our School Improvement Plan (SIP) focus on increasing the use of data in our math professional learning communities. We worked to build teacher capacity in the use of 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. Common formative assessment data from quarterly progress monitoring assessments (PMAs) was monitored and discussed with the evaluating administrator during professional learning community time. The administrator pulled the PMA data for each department after the assessment and led a data chat to address areas of success and areas of growth. Included in this process was a plan for remediation for specifically identified standards of need. The administrator also created individualized student remediation plans based on the PMA data. The math teachers used these remediation plans to 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.

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

Over one-quarter (28%) of our student population experienced a failure in math or English. This early warning signs (EWS) indicator data component surpassed all others EWS data points and certainly raises questions about what we can do to support our students' success both on the End of Course (EOC) exams and in the course.

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

1. Improve our outcomes for our students in the math lowest 25th percentile.
2. Decrease the number of students failing math and/or English courses.
3. Increase our outcomes for our students with disabilities

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase Writing Across Curriculum Areas through District Professional Learning Communities (DPLC) Initiative
Rationale	All content areas will utilize CLOSE reading, answering text-dependent questions, and writing activities. Students need to be provided with instruction and practice with these strategies to become proficient in order to ensure career and college readiness as well as support English Language Arts standards that are incorporated in every subject area.
State the measurable outcome the school plans to achieve	To improve English Language Arts, Social Studies, and Science proficiency for all students, with a specific focus on our Exceptional Student Education (ESE) students.
Person responsible for monitoring outcome	Douglas Guthrie (douglas.guthrie@ocps.net)
Evidence-based Strategy	Helping Student Process New Content - Students systematically engage in processing content to generate conclusions through collaborative interactions with other students.
Rationale for Evidence-based Strategy	In order for effective student construction of meaning to occur, learners must be actively engaged in the process of information through a teaching and learning process that involves interaction among the teacher, the student, and the content.
Action Step	
Description	1. Teachers will be provided with ongoing professional development and training opportunities through the use of face-to-face training, on-line training, as well as district provided training opportunities. 2. Teachers will be provided with ongoing feedback and coaching by instructional coaches and leadership team members. 3. Teachers will be provided assistance with planning for standards-based instruction, that includes opportunities for students to process new content through collaborative interactions with their peers.
Person Responsible	Elizabeth Kennedy (elizabeth.kenndy@ocps.net)

#2	
Title	Increase Student Achievement for Students with Disabilities and Lowest Quartile
Rationale	Build up our system of how we analyze data, analyze instructional practices, and make necessary adjustments that improve student outcomes. We would like to increase our Every Student Succeeds Act (ESSA) federal index for students with disabilities from 27% to 33% in the coming year.

State the measurable outcome the school plans to achieve	To improve math proficiency for our lowest quartile and increase outcomes for our students with disabilities.
Person responsible for monitoring outcome	Douglas Guthrie (douglas.guthrie@ocps.net)
Evidence-based Strategy	Build up our system of how we analyze data, analyze instructional practices, and make necessary adjustments that improve student outcomes.
Rationale for Evidence-based Strategy	The ESSA subgroup for students with disabilities was 27%, while all other subgroups performed between 53% and 76%. Therefore, we have chosen to focus on our students with disabilities to increase their achievement levels in ELA and math for the coming year. After teachers develop their instructional goals, they should evaluate and make ongoing adjustments to student's instructional programs. Once instruction and other supports are designed and implemented, teachers have the skills to manage and engage in ongoing data collection using curriculum-based measures, information classroom assessments, observations of students academic performance and behavior, self-assessment of classroom instruction, and discussions with key stakeholders (i.e., students, other professionals, administrators, parents). Teachers study their practice to improve student learning, validate reasoned hypotheses about salient instructional features and enhance instructional decision making. Effective teachers will retain, reused, and extend practices that improve student learning and adjust or discard those that do not.

Action Step	
Description	1. Teachers and administrators will collaborate during common planning to create lesson plans that utilize student-focused pedagogy to improve student outcomes. 2. Teacher, support facilitator, staffing specialist, and 504/IEP coordinator collaboration on student needs and progress. 3. Staff members will collaborate in order to support student learning toward measurable outcomes and to design and implement educational programs for all students. Support will be provided by instructional coaches, and leadership team members. 4. Staff members will utilize systems to analyze data to make adjustments in order to improve student outcomes for all students. 5. Build up our system of how we analyze data, analyze instructional practices, and make necessary adjustments that improve student outcomes.
Person Responsible	Sheri Robb (sheri.robb@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).

N/A

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.

N/A

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.

N/A

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

N/A

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.

N/A

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

N/A

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Increase Writing Across Curriculum Areas through District Professional Learning Communities (DPLC) Initiative	$0.00
2	III.A.	Areas of Focus: Increase Student Achievement for Students with Disabilities and Lowest Quartile	$0.00

	Total:	$0.00