

Hernando County School District

# Winding Waters K 8



## 2019-20 Schoolwide Improvement Plan

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## Winding Waters K 8

12240 VESPA WAY, Weeki Wachee, FL 34614

<https://www.hernandoschools.org/wwk8>

### Demographics

**Principal: Cari O'rourke**

Start Date for this Principal: 7/22/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	No
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	91%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (53%) 2017-18: B (55%) 2016-17: C (51%) 2015-16: C (50%) 2014-15: C (51%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan is pending approval by the Hernando 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](http://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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## 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)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	No	85%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	22%

### School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	B	C	C

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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.**

The School 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.

**Provide the school's vision statement.**

The School 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.

### 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
Cerro, Janet	Principal	Schedule and facilitate meetings, assure that meetings are productive and include review of current data and next steps.
DeArmas, Jennifer	Assistant Principal	Schedule and facilitate meetings, assure that meetings are productive and include review of current data and next steps.
Edwards, Carissa	Teacher, K-12	Attend meetings, bring grade level data and actively engage in conversation about school wide goals.
Mendez, Al	Teacher, K-12	Attend meetings, bring grade level data and actively engage in conversation about school wide goals.
Shumate, Jeff	Teacher, K-12	Attend meetings, bring grade level data and actively engage in conversation about school wide goals.
castoria, lisa	Assistant Principal	Schedule and facilitate meetings, assure that meetings are productive and include review of current data and next steps.
McDonnell, Caitlyn	Teacher, K-12	Attend meetings, bring grade level data and actively engage in conversation about school wide goals.
Wogan, Kristen	Teacher, K-12	Attend meetings, bring grade level data and actively engage in conversation about school wide goals.
Medina, Debbie	Paraprofessional	Attend meetings, bring grade level data and actively engage in conversation about school wide goals.
Laushot, Misty	Teacher, K-12	Attend meetings, bring grade level data and actively engage in conversation about school wide goals.
Gleason, Sheryl	Teacher, ESE	Attend meetings, bring grade level data and actively engage in conversation about school wide goals.
Cooper, Karen	School Counselor	Attend meetings, bring early warning indicator data
McKenzie, Sarah	Teacher, K-12	Attend meetings, bring grade level data and actively engage in conversation about school wide goals.
Vest, Cheryl	Teacher, K-12	Attend meetings, bring grade level data and actively engage in conversation about school wide goals.



Name	Title	Job Duties and Responsibilities
Kronenfeld, Jennifer	Teacher, K-12	Attend meetings, bring grade level data and actively engage in conversation about school wide goals.
Blumengarten, Neil	Teacher, K-12	Attend meetings, bring grade level data and actively engage in conversation about school wide goals.
Brady, Julie	Teacher, K-12	Attend meetings, bring grade / content level data and actively engage in conversation about school wide goals.
Michaels, Heather	Teacher, K-12	Attend meetings, bring content/grade level data and actively engage in conversation about school wide goals.
Giaccone, Flor	School Counselor	Attend meetings, bring early warning indicator data
Ploskonka, Tracie	Teacher, K-12	Attend meetings, bring grade level data and actively engage in conversation about school wide goals.
O'Dell, Ashley	Teacher, K-12	Attend meetings, bring grade level data and actively engage in conversation about school wide goals.
Miller, Lisa	Teacher, K-12	Attend meetings, bring grade level data and actively engage in conversation about school wide goals.
Calderon, Jennifer	Teacher, K-12	Attend meetings, bring grade level data and actively engage in conversation about school wide goals.
Stuckey, Tom	Teacher, K-12	Attend meetings, bring grade level data and actively engage in conversation about school wide goals.
Ponticello, Ashley	Teacher, K-12	Attend meetings, bring grade level data and actively engage in conversation about school wide goals.
Pagan, Colleen	Teacher, K-12	Attend meetings, bring grade level data and actively engage in conversation about school wide goals.
Sather, Theresa	Teacher, K-12	Attend meetings, bring grade level data and actively engage in conversation about school wide goals.
Badger, Sandy	Teacher, K-12	Attend meetings, bring content level data and actively engage in conversation about school wide goals.
Pearson, Michelle	Teacher, K-12	Attend meetings, provide school-wide data, including sub-groupos

Name	Title	Job Duties and Responsibilities
Mathenia, Bethany	Teacher, K-12	Attend meetings, bring grade level data and actively engage in conversation about school wide goals.

## 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	124	138	136	164	133	159	174	181	176	0	0	0	0	1385
Attendance below 90 percent	20	16	17	16	19	22	24	26	26	0	0	0	0	186
One or more suspensions	3	4	3	1	4	3	8	4	1	0	0	0	0	31
Course failure in ELA or Math	9	6	1	5	2	2	25	3	4	0	0	0	0	57
Level 1 on statewide assessment	0	0	0	7	16	34	58	37	42	0	0	0	0	194

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		9	11	5	8	7	7	19	11	11	0	0	0	88

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		4	2	4	7	0	0	1	2	1	0	0	0	21
Students retained two or more times		0	0	0	0	4	2	7	5	2	0	0	0	20

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

192

Date this data was collected or last updated

Tuesday 10/22/2019

### 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	18	27	15	16	21	32	17	38	27	0	0	0	0	211
One or more suspensions	0	0	1	2	3	2	7	10	6	0	0	0	0	31
Course failure in ELA or Math	0	8	4	1	1	1	3	12	2	0	0	0	0	32
Level 1 on statewide assessment	0	0	0	13	20	39	21	42	47	0	0	0	0	182

**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	18	35	20	32	45	74	48	102	80	0	0	0	0	454	

**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	18	27	15	16	21	32	17	38	27	0	0	0	0	211
One or more suspensions	0	0	1	2	3	2	7	10	6	0	0	0	0	31
Course failure in ELA or Math	0	8	4	1	1	1	3	12	2	0	0	0	0	32
Level 1 on statewide assessment	0	0	0	13	20	39	21	42	47	0	0	0	0	182

**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	18	35	20	32	45	74	48	102	80	0	0	0	0	454	

## 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	52%	70%	61%	57%	64%	57%
ELA Learning Gains	49%	61%	59%	51%	57%	57%
ELA Lowest 25th Percentile	46%	52%	54%	36%	48%	51%
Math Achievement	59%	70%	62%	62%	70%	58%
Math Learning Gains	59%	58%	59%	54%	63%	56%
Math Lowest 25th Percentile	51%	58%	52%	41%	60%	50%
Science Achievement	47%	60%	56%	50%	59%	53%
Social Studies Achievement	74%	83%	78%	78%	79%	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	124 (0)	138 (0)	136 (0)	164 (0)	133 (0)	159 (0)	174 (0)	181 (0)	176 (0)	1385 (0)
Attendance below 90 percent	20 (18)	16 (27)	17 (15)	16 (16)	19 (21)	22 (32)	24 (17)	26 (38)	26 (27)	186 (211)
One or more suspensions	3 (0)	4 (0)	3 (1)	1 (2)	4 (3)	3 (2)	8 (7)	4 (10)	1 (6)	31 (31)
Course failure in ELA or Math	9 (0)	6 (8)	1 (4)	5 (1)	2 (1)	2 (1)	25 (3)	3 (12)	4 (2)	57 (32)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	7 (13)	16 (20)	34 (39)	58 (21)	37 (42)	42 (47)	194 (182)

**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%	57%	8%	58%	7%
	2018	55%	62%	-7%	57%	-2%
Same Grade Comparison		10%				
Cohort Comparison						
04	2019	56%	59%	-3%	58%	-2%
	2018	45%	53%	-8%	56%	-11%
Same Grade Comparison		11%				
Cohort Comparison		1%				
05	2019	50%	52%	-2%	56%	-6%
	2018	54%	53%	1%	55%	-1%
Same Grade Comparison		-4%				
Cohort Comparison		5%				
06	2019	53%	52%	1%	54%	-1%
	2018	51%	53%	-2%	52%	-1%
Same Grade Comparison		2%				
Cohort Comparison		-1%				
07	2019	46%	53%	-7%	52%	-6%
	2018	46%	51%	-5%	51%	-5%
Same Grade Comparison		0%				
Cohort Comparison		-5%				
08	2019	39%	53%	-14%	56%	-17%
	2018	49%	54%	-5%	58%	-9%
Same Grade Comparison		-10%				
Cohort Comparison		-7%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	68%	62%	6%	62%	6%
	2018	64%	67%	-3%	62%	2%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	59%	62%	-3%	64%	-5%
	2018	56%	60%	-4%	62%	-6%
Same Grade Comparison		3%				
Cohort Comparison		-5%				
05	2019	48%	54%	-6%	60%	-12%
	2018	59%	56%	3%	61%	-2%
Same Grade Comparison		-11%				
Cohort Comparison		-8%				
06	2019	55%	53%	2%	55%	0%
	2018	47%	53%	-6%	52%	-5%
Same Grade Comparison		8%				
Cohort Comparison		-4%				
07	2019	66%	62%	4%	54%	12%
	2018	46%	63%	-17%	54%	-8%
Same Grade Comparison		20%				
Cohort Comparison		19%				
08	2019	50%	50%	0%	46%	4%
	2018	59%	53%	6%	45%	14%
Same Grade Comparison		-9%				
Cohort Comparison		4%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	47%	55%	-8%	53%	-6%
	2018	51%	56%	-5%	55%	-4%
Same Grade Comparison		-4%				
Cohort Comparison						
08	2019	46%	54%	-8%	48%	-2%
	2018	60%	56%	4%	50%	10%
Same Grade Comparison		-14%				
Cohort Comparison		-5%				

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	73%	75%	-2%	71%	2%
2018	79%	74%	5%	71%	8%
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	100%	59%	41%	61%	39%
2018	98%	62%	36%	62%	36%
Compare		2%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

## 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	21	37	38	31	52	44	33	43			
ELL	21	20		23	36						
BLK	39	50		52	57	50	50				
HSP	51	45	48	55	59	46	44	72			
MUL	43	71		43	47						
WHT	53	48	44	60	59	52	48	77	42		
FRL	47	46	42	54	57	46	46	69	46		
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	13	39	39	24	41	36	15	63			
ELL	38	40		38	50						
BLK	42	59	55	52	70	58	42				
HSP	47	48	40	45	51	36	38	67			
MUL	57	52		64	65		62				
WHT	53	47	43	59	61	47	58	81	56		
FRL	45	42	38	52	56	44	47	73	39		

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	11	35	36	21	41	42	7				
ELL	43	33		40	38						
BLK	48	38		53	59		45				
HSP	56	54	43	56	52	42	47	71	15		
MUL	68	65		71	72						
WHT	58	51	35	62	53	41	50	79	39		
FRL	52	49	34	56	50	41	41	73	20		

### 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	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	75
Total Points Earned for the Federal Index	555
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
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	35
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	50
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	55
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	51
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	54
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.**

8th Grade ELA proficiency was the lowest performing data component.

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

8th Grade ELA, middle school acceleration and Grade 8 Science. Teacher efficacy, teacher retirement and number of students in accelerated classes dropped (DIT).

**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.**

8th Grade ELA & Grade 5 Science. Teacher efficacy & long term substitution.

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

Grade 7 math increased proficiency by 20%. Ineffective teacher removed the previous year, qualified teacher placed in grade level position and use of intensive math program.

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

Attendance and behavior are two early warning indicators are potential areas of concern.

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

1. Increasing ELA proficiency in grades 5-8
2. Increasing proficiency in grade 5 Science
3. Increasing proficiency in grade 8 Science
4. Closing the gap in our ESSA sub-groups (SWD & ELL)
5. Continue increasing % of learning gains for our Bottom Quartile in both ELA % Math

## Part III: Planning for Improvement

### Areas of Focus:

#1	
<b>Title</b>	Create and provide learning opportunities for all students to achieve individual success.
<b>Rationale</b>	<ul style="list-style-type: none"> <li>- School wide ELA proficiency data has been stagnant /or shown minimal growth</li> <li>- SWD and ELL did not meet the ESSA Federal Index Level</li> <li>- Overall number of disciplines increased from 2018 to 2019</li> <li>- 5th grade and 8th grade science proficiency levels have dropped</li> <li>- More than 2/3 of our current 8th grade class had two or more early warning indicators</li> <li>- Overall Math proficiency decreased for grades 3-8</li> </ul>
<b>State the measurable outcome the school plans to achieve</b>	- Increase overall proficiency for ELA, Math, Science, and those students who fall into our ESSA Federal Subgroups.
<b>Person responsible for monitoring outcome</b>	Janet Cerro (cerro_j@hcsb.k12.fl.us)
<b>Evidence-based Strategy</b>	<ul style="list-style-type: none"> <li>- Differentiated Instruction / UDL</li> <li>- PBiS</li> <li>- PLCs</li> <li>- SWAP</li> <li>- Standards Based Instruction</li> <li>- ESSA Subgroups mentoring program (YiPee)</li> <li>- Student data notebooks</li> <li>- Regular data review by SBLT</li> </ul>
<b>Rationale for Evidence-based Strategy</b>	<ul style="list-style-type: none"> <li>- Differentiated instruction, UDL, PBiS, PLCs, SWAP, Standards Based Instruction, and SBLT have been implemented and shown success within our school</li> <li>- Mentoring programs and data notebooks have been used by other schools in our district and have proven to be successful with increasing student achievement</li> </ul>
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Continue to implement differentiated instruction / UDL within lesson plans</li> <li>2. Increase PBiS implementation to include buses</li> <li>3. New and improved PLC schedule to allow for more valuable Teacher Data chats and administrative support</li> <li>4. Adjusted SWAP schedule to give teachers more time to evaluate data and plan for future instruction</li> <li>5. Provide professional development in all subject areas based on Best Classroom Practices Model</li> <li>6. Implement new YiPee mentoring program for SWD and ELL subgroups</li> <li>7. Introduce and utilize student data notebooks to encourage academic / behavioral accountability in grades K-5</li> <li>8. School wide science focus on early release days</li> <li>9. SBLT will include a focus on ESSA Federal Index Subgroups and Bottom Quartile</li> <li>10. Staff is committed to increasing writing across curriculum</li> </ol>
<b>Person Responsible</b>	Janet Cerro (cerro_j@hcsb.k12.fl.us)

**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).**

**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.**

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.

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

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.

**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.**

NA

**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: Create and provide learning opportunities for all students to achieve individual success.	\$0.00
Total:			\$0.00