

Orange County Public Schools

Windy Ridge K 8



2021-22 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	10
Planning for Improvement	20
Positive Culture & Environment	23
Budget to Support Goals	23

Windy Ridge K 8

3900 BEECH TREE DR, Orlando, FL 32835

<https://windyridgek8.ocps.net/>

Demographics

Principal: Karena Chunoo

Start Date for this Principal: 7/18/2021

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
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	48%
2020-21 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%)
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	

* 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
Needs Assessment	10
Planning for Improvement	20
Title I Requirements	0
Budget to Support Goals	23

Windy Ridge K 8

3900 BEECH TREE DR, Orlando, FL 32835

<https://windyridgek8.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	No	33%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	70%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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.

To ensure that every child has a promising and successful future.

Provide the school's vision statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success.

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Jackson, Charles	Principal	
Herrera, Jacqueline	Assistant Principal	
Carter, Diane	Assistant Principal	
Schrimsher , Rachel	Curriculum Resource Teacher	
McKenzie, Gina	Reading Coach	
Velez, Juvi	Math Coach	
Ly, Refman	Dean	
MacElhiney, Siobhan	Administrative Support	

Demographic Information

Principal start date

Sunday 7/18/2021, Karena Chunoo

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

14

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

5

Total number of teacher positions allocated to the school

87

Total number of students enrolled at the school

1,200

Identify the number of instructional staff who left the school during the 2020-21 school year.

5

Identify the number of instructional staff who joined the school during the 2021-22 school year.

5

Demographic Data

Early Warning Systems

2021-22

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	6	123	133	123	141	186	108	111	97	0	0	0	0	1028	
Attendance below 90 percent	3	15	15	16	16	18	2	4	5	0	0	0	0	94	
One or more suspensions	0	2	1	0	7	2	10	7	3	0	0	0	0	32	
Course failure in ELA	0	0	0	0	14	24	8	8	14	0	0	0	0	68	
Course failure in Math	0	0	0	0	6	9	2	4	7	0	0	0	0	28	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	2	10	11	13	0	0	0	0	36	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	4	9	18	0	0	0	0	33	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0		

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	0	0	10	11	6	11	21	0	0	0	0	60

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	3	0	0	0	0	0	0	0	0	0	3	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0		

Date this data was collected or last updated

Monday 7/26/2021

2020-21 - 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	
Number of students enrolled	9	129	126	140	192	144	126	109	103	0	0	0	0	1078
Attendance below 90 percent	3	14	20	13	16	13	8	1	0	0	0	0	0	88
One or more suspensions	0	0	0	0	1	1	1	0	1	0	0	0	0	4
Course failure in ELA	0	0	0	16	28	10	8	16	14	0	0	0	0	92
Course failure in Math	0	0	0	11	13	5	4	10	2	0	0	0	0	45
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	21	14	14	2	0	0	0	0	52
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	11	13	19	2	0	0	0	0	46

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	9	12	17	12	20	3	0	0	0	0	73

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		1	0	0	1	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	

2020-21 - 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	
Number of students enrolled	9	129	126	140	192	144	126	109	103	0	0	0	0	1078
Attendance below 90 percent	3	14	20	13	16	13	8	1	0	0	0	0	0	88
One or more suspensions	0	0	0	0	1	1	1	0	1	0	0	0	0	4
Course failure in ELA	0	0	0	16	28	10	8	16	14	0	0	0	0	92
Course failure in Math	0	0	0	11	13	5	4	10	2	0	0	0	0	45
Level 1 on 2019 statewide ELA assessment	0	0	0	0	1	21	14	14	2	0	0	0	0	52
Level 1 on 2019 statewide Math assessment	0	0	0	0	1	11	13	19	2	0	0	0	0	46

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	9	12	17	12	20	3	0	0	0	0	73

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	1	0	0	1	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	

Part II: Needs Assessment/Analysis**School Data Review**

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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				78%	62%	61%	78%	60%	60%
ELA Learning Gains				66%	60%	59%	68%	57%	57%
ELA Lowest 25th Percentile				63%	55%	54%	58%	54%	52%
Math Achievement				82%	61%	62%	84%	60%	61%
Math Learning Gains				63%	60%	59%	77%	60%	58%
Math Lowest 25th Percentile				56%	54%	52%	74%	55%	52%
Science Achievement				74%	56%	56%	78%	56%	57%
Social Studies Achievement				84%	74%	78%	91%	74%	77%

Grade Level Data Review - State Assessments

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
03	2021					
	2019	65%	55%	10%	58%	7%
Cohort Comparison						
04	2021					
	2019	70%	57%	13%	58%	12%
Cohort Comparison		-65%				
05	2021					
	2019	65%	54%	11%	56%	9%
Cohort Comparison		-70%				
06	2021					
	2019	74%	52%	22%	54%	20%
Cohort Comparison		-65%				
07	2021					
	2019	84%	48%	36%	52%	32%
Cohort Comparison		-74%				
08	2021					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	89%	54%	35%	56%	33%
Cohort Comparison		-84%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	85%	62%	23%	62%	23%
Cohort Comparison						
04	2021					
	2019	75%	63%	12%	64%	11%
Cohort Comparison		-85%				
05	2021					
	2019	62%	57%	5%	60%	2%
Cohort Comparison		-75%				
06	2021					
	2019	84%	43%	41%	55%	29%
Cohort Comparison		-62%				
07	2021					
	2019	93%	49%	44%	54%	39%
Cohort Comparison		-84%				
08	2021					
	2019	61%	36%	25%	46%	15%
Cohort Comparison		-93%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	57%	54%	3%	53%	4%
Cohort Comparison						
08	2021					
	2019	86%	49%	37%	48%	38%
Cohort Comparison		-57%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	84%	66%	18%	71%	13%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	95%	63%	32%	61%	34%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	53%	47%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

i-Ready Data

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27	32	50
	Economically Disadvantaged	17	21	41
	Students With Disabilities	0	0	14
	English Language Learners	20	24	45
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	24	27	44
	Economically Disadvantaged	21	17	33
	Students With Disabilities	0	0	14
	English Language Learners	21	23	40

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	28	31	45
	Economically Disadvantaged	28	29	44
	Students With Disabilities	33	43	33
	English Language Learners	25	27	40
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11	27	52
	Economically Disadvantaged	12	18	76
	Students With Disabilities	0	29	50
	English Language Learners	10	19	46
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	25	33	37
	Economically Disadvantaged	17	26	30
	Students With Disabilities	0	8	10
	English Language Learners	16	22	26
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	7	16	35
	Economically Disadvantaged	6	14	33
	Students With Disabilities	0	0	9
	English Language Learners	2	14	29

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	26	43	43
	Economically Disadvantaged	20	37	38
	Students With Disabilities	0	10	0
	English Language Learners	9	29	28
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11	29	49
	Economically Disadvantaged	5	26	42
	Students With Disabilities	0	0	8
	English Language Learners	1	14	36
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34	23	29
	Economically Disadvantaged	11	24	25
	Students With Disabilities	0	0	0
	English Language Learners	15	8	12
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	10	25	42
	Economically Disadvantaged	10	21	34
	Students With Disabilities	0	50	0
	English Language Learners	5	24	24
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	54	56	50
	Economically Disadvantaged	44	53	39
	Students With Disabilities	17	0	17
	English Language Learners	36	38	28

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36	43	40
	Economically Disadvantaged	20	31	49
	Students With Disabilities	50	50	33
	English Language Learners	14	32	46
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18	25	40
	Economically Disadvantaged	16	21	43
	Students With Disabilities	50	50	33
	English Language Learners	14	24	35
Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	36	45	44
	Economically Disadvantaged	31	37	44
	Students With Disabilities	14	29	29
	English Language Learners	14	14	11
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2	0	11
	Economically Disadvantaged	3	0	15
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	29	35	31
	Economically Disadvantaged	10	23	24
	Students With Disabilities	33	29	33
	English Language Learners	19	36	14
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	0	0	0
	Economically Disadvantaged	0	0	0
	Students With Disabilities	0	0	0
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
	All Students	35	56	50
Science	Economically Disadvantaged	26	47	39
	Students With Disabilities	40	29	17
	English Language Learners	25	47	28
	Number/% Proficiency	Fall	Winter	Spring
	All Students	35	56	50
	Economically Disadvantaged	26	47	39

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	33	52	36	34	41	29	27				
ELL	59	74	71	62	48	48	48	59	72		
ASN	87	76		82	54		84	75	86		
BLK	58	58		54	35	27	57		53		
HSP	67	72	68	67	47	46	55	74	80		
WHT	78	67	60	80	50	47	79	90	91		
FRL	62	62	53	64	46	44	53	71	81		
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		

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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	66
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	68
Total Points Earned for the Federal Index	664
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
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	61
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	78
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	64
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	
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	71
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	60
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Math progress needs attention and resources. Our ELL's and SWD's need additional support and resources.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

- Middle School Math
- 5th grade Math

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Decrease in scores and loss of resource classes last year were contributing factors for the decrease in academic achievement in middle school Math. Additional support and resources are needed.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Middle School ELA

What were the contributing factors to this improvement? What new actions did your school take in this area?

- Additional focus on middle school Reading and Language Arts provided by the Reading Coach
- Vertical alignment with the PLC's for Middle School literacy team

What strategies will need to be implemented in order to accelerate learning?

Continuing PLC's with reading and English Language Arts, and ensuring that the Reading standards are front and center along with Writing and Language.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Our Reading Coach will facilitate the PLC for for all grade levels and include BEST standards. We will continue to visit classrooms and inspect their fidelity to the Scope and Sequence of their benchmarks.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional staff have been hired to work with SWD and ELL's including those who speak Spanish and Portuguese to meet the need of our ELL students. Time on task will be provided with after school tutoring, before school sessions and Saturday Academies.

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:	This area was chosen based on results from the annual Panorama survey and classroom walkthrough data.
Measurable Outcome:	<p>Integrate and monitor resources and strategies that strengthen a culture for social and emotional learning to grow every student academically, socially and emotionally</p> <p>Rationale: Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By strengthening our school's culture for social and emotional learning, we will address school needs.</p> <p>Use distributive leadership and social and emotional learning to implement a continuous improvement plan for social and emotional learning focused on implementing a school-wide SEL curriculum, intentionally integrating aligned instructional strategies and deliberate school supports for families.</p>
Monitoring:	<p>Description of Monitoring: Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs and family needs.</p>
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	We are incorporating SEL during homeroom Morning Meetings and following the district SEL guidelines and curriculum.
Rationale for Evidence-based Strategy:	After our previous year with extreme changes to learning and schooling, due to the Pandemic, students now more than ever must learn coping mechanism to help them return to a focus on school and academic achievement. We will equip them with life-skills to manage their emotions and stress and social-emotional welfare.

Action Steps to Implement

Implement a school-wide SEL curriculum

Ensure a school team receives training on implementation of a school-wide SEL curriculum

Create a training plan that leverages the trained school team members to train all necessary stakeholders in implementation of the curriculum

Implement a school-wide SEL curriculum

Person Responsible Charles Jackson (charles.jackson@ocps.net)

#2. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:	Across the years, our school population has grown in English Language Learners from very diverse backgrounds. This has enriched our tapestry as a school but we have been lacking in resources and support for ELL students. Our test scores reflect the struggle our ELLs are having keeping up with academics as they learn English.
Measurable Outcome:	We will see substantial improvement in the academic achievement of our ELL population with the programs we are implementing and the additional personnel that will be in place to support them. We have added teachers and support staff who are bilingual and multicultural to bring extra support to our students.
Monitoring:	We will monitor this with formal progress monitoring scores, test scores, Progress Monitoring, time on task after school and at Saturday Academies along with grades in core classes.
Person responsible for monitoring outcome:	Charles Jackson (charles.jackson@ocps.net)
Evidence-based Strategy:	Our ELL's need more time on task and need someone who speaks their language to provide additional services. Having added two more paraprofessionals who speak Spanish and Portuguese, these resources can provide academic support and emotional support as our newly arriving students tackle language and content. We will provide after school tutoring, before school "clubs" and Saturday Academies to enhance their curriculum with the language support they need.
Rationale for Evidence-based Strategy:	Our paras have been stretched thin to accommodate the rising number of ELL students that are arriving to our school. In order to not miss servicing all of our students, we see the need to hire additional support teachers. We will incorporate Rosetta Stone for students and their parents to use after school to enhance their speaking abilities. We will provide tutoring and Saturday academies.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Windy Ridge K-8 reported 1.1 incidents per 100 students. This rate is less than the statewide combination school rate of 1.6 incidents per 100 students. Windy Ridge K-8 total reported suspensions* per 100 Students was 1.1 compared to the statewide rate of 5.9. Areas of concern: disrespect.

We will hold quarterly team meetings to go over Student Code of Conduct with classes. Our counselors will hold monthly meetings in classrooms about student respect and problem solving.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Some schools celebrate specific days or months that highlight different cultures. At Windy Ridge, we celebrate the rich tapestry of diversity that we have every day. Our students come from many countries, backgrounds, religions and socio-economic groups. We make sure every student and every adult feels validated and recognized in some way. We celebrate Hispanic Heritage Month, Lunar New Year, Dawali, Chinese Mooncake Day, Ramadan and Black History Month. We speak English, Spanish, Portuguese, Vietnamese, Japanese, Tagalog and Haitian Creole.

We added 25 flags from around the world that represents our actual student body so that everyone will know they are welcome here. Our Curriculum provides remediation in Math and Reading as needed, advancement in high school credit classes: Geometry, Algebra, Sciences and Technology. We build in time for interventions in small groups with subgroups. We provide extra curricular activities in STEM, Community Service and Sports.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal and Assistant Principal: oversee all aspects of our positive culture and environment.

School Counselors: provide support in crises, engage with all students and lead initiatives such as the Food Bank and School Supply Drive, as well as fundraiser for American Cancer Society.

Teachers: trained in delivering SEL, support their students and families and relay information about the important functions of the school.

Dean of Students: handles any discipline and poor behavior and seeks to find the reasons behind the negative behavior in order to solve problems instead of punish behavior. He celebrates academic success with Student of the Month and weekly rewards via Hawk Bucks and Golden Tickets.

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
2	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	\$0.00
Total:			\$0.00