Winegard Elementary

2021-22 Schoolwide Improvement Plan

Table of Contents

Winegard Elementary

7055 WINEGARD RD, Orlando, FL 32809

https://winegardes.ocps.net/

Demographics

Principal: Christina Howell

Start Date for this Principal: 6/22/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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* Black/African American Students* Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (47%) 2017-18: B (54%) 2016-17: C (45%)
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

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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)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	94%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		C	C	B

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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.

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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.

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

Provide the school's vision statement.

To ensure every student has a promising and successful future.

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
Howell, Christina	Principal	The Principal will provide the vision and direction for the school through shared leadership, discussions, and collaboration with our Professional Learning Communities. The Principal will communicate the school wide expectations for instruction in core subjects and support implementation of effective instructional strategies by observing, providing actionable feedback and coaching to teachers, ensuring that MTSS is being implemented with fidelity consistently across grade levels ensuring the use of common language for implementing the effective leadership habits, and communicating with parents regarding school-based MTSS plans and activities.
Frett Bowie, Rozene	Assistant Principal	The Assistant Principal will assist the Principal to provide the vision and direction for the school through shared leadership, discussions, and collaboration with our Professional Learning Communities. The Assistant Principal will assist the Principal to communicate the school wide expectations for instruction in core subjects and support implementation of effective instructional strategies by observing, providing actionable feedback and coaching to teachers, ensuring that MTSS is being implemented with fidelity consistently across grade levels, ensuring the use of common language for implementing the effective leadership habits, and communicating with parents regarding school-based MTSS plans and activities.
Adams, Julie	Curriculum Resource Teacher	Instructional Support will provide guidance of effective instructional strategies through professional developments, observing instructional delivery, providing actionable feedback and coaching to teachers. She will facilitate data collection, and assist with data analysis for Tier I, II, and III. She will work directly with the struggling students in intermediate grades during interventions.
Suchta, Emily	Staffing Specialist	The Staffing Specialist will provide guidance of effective ESE instructional strategies through professional developments, observing instructional delivery, providing actionable feedback, monitoring/implementation of the BPIE and coaching to teachers. She will assist in ensuring that MTSS is being implemented with fidelity consistently across grade levels and communicate with parents regarding school-based MTSS plans. She will facilitate data collection, and assist with data analysis for Tier I, II, III. She will work directly with our ESE students.
McCready, Chasity	Instructional Coach	The Instructional Coach/Reading Coach will provide guidance of effective instructional strategies through professional developments (Close Reading, etc.), observing instructional delivery, providing actionable feedback and coaching to teachers. She will facilitate data collection, and assist with data analysis for Tier I, II, and III. She will assist in ensuring that MTSS is being implemented with fidelity consistently across grade levels and communicate with parents regarding school-based MTSS

Name	Position Title	Job Duties and Responsibilities
		plans. She will work directly with the lowest 25% students in intermediate grades during interventions.
Register, Brittany	Instructional Coach	- Supports the vision and mission of OCPS and the school principal - Provides support and guidance to teachers in Grades K-5 focused on ELA and Math planning and instruction - Facilitates and supports data collection, interpretation, intervention, and enrichment activities - Provides professional development and technical assistance to teachers - Collaborates with staff to ensure students' needs are being met and school improvement goals are addressed
Hasnain, Zaidi	ELL Compliance Specialist	The ECS Support will provide guidance of effective ELL instructional strategies through professional developments, observing instructional delivery, providing actionable feedback, monitor compliance, and coaching to teachers. She will monitor the implementation of the MAO Culturally Responsive Plan. She will facilitate ELL data collection, and assist with data analysis for ELL students. She will work directly with our ELL students.
Marti, Yolanda	School Counselor	- Supports the vision and mission of OCPS and the school principal - Provides support for healthy, emotional, and social development strategies and programs - Provides student discipline support to teachers - Supports students through intervention groups - Coordinates student recognition programs: Star Patriot - Collaborates with staff to ensure students' needs are being met and school improvement goals are addressed The Guidance Counselor will provide support to students and staff concerning mental health issues. She will monitor the early warning signs of all students and assist with monthly meetings to discuss students at risk. She will communicate with parents of students on the EWS list to increase student attendance and encourage positive behaviors.

Demographic Information

Principal start date
Tuesday 6/22/2021, Christina Howell

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.*
3

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.*
2

Total number of teacher positions allocated to the school
40

Total number of students enrolled at the school
637

Identify the number of instructional staff who left the school during the 2020-21 school year.
3

Identify the number of instructional staff who joined the school during the 2021-22 school year.
3

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	25	96	110	108	118	103	0	0	0	0	0	0	0	560
Attendance below 90 percent	8	42	39	41	35	37	0	0	0	0	0	0	0	202
One or more suspensions	0	1	0	4	1	6	0	0	0	0	0	0	0	12
Course failure in ELA	0	0	0	0	4	2	0	0	0	0	0	0	0	6
Course failure in Math	0	0	0	0	5	3	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	8	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	4	0	0	0	0	0	0	0	4
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	0	0	4	4	12	0	0	0	0	0	0	0	20

The number of students identified as retainees:

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

Tuesday 6/22/2021

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	34	102	110	105	123	109	0	0	0	0	0	0	0	583
Attendance below 90 percent	9	52	34	43	51	42	0	0	0	0	0	0	0	231
One or more suspensions	0	4	1	20	0	0	0	0	0	0	0	0	0	25
Course failure in ELA	0	0	0	8	3	0	0	0	0	0	0	0	0	11
Course failure in Math	0	0	0	3	3	2	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	14	30	0	0	0	0	0	0	44
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	9	24	0	0	0	0	0	0	33

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	4	0	7	13	25	0	0	0	0	0	0	0	49

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	1	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	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	34	102	110	105	123	109	0	0	0	0	0	0	0	583
Attendance below 90 percent	9	52	34	43	51	42	0	0	0	0	0	0	0	231
One or more suspensions	0	4	1	20	0	0	0	0	0	0	0	0	0	25
Course failure in ELA	0	0	0	8	3	0	0	0	0	0	0	0	0	11
Course failure in Math	0	0	0	3	3	2	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	14	30	0	0	0	0	0	0	44
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	9	24	0	0	0	0	0	0	33

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	4	0	7	13	25	0	0	0	0	0	0	0	49

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	1	0	0	0	0	0	0	0	0	1
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				46%	57%	57%	45%	56%	56%
ELA Learning Gains				53%	58%	58%	63%	55%	55%
ELA Lowest 25th Percentile				40%	52%	53%	65%	48%	48%
Math Achievement				49%	63%	63%	49%	63%	62%
Math Learning Gains				48%	61%	62%	58%	57%	59%
Math Lowest 25th Percentile				34%	48%	51%	51%	46%	47%
Science Achievement				58%	56%	53%	49%	55%	55%

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	46%	55%	-9%	58%	-12%
Cohort Comparison						
04	2021					
	2019	38%	57%	-19%	58%	-20%
Cohort Comparison		-46%				
05	2021					
	2019	47%	54%	-7%	56%	-9%
Cohort Comparison		-38%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	50%	62%	-12%	62%	-12%
Cohort Comparison						
04	2021					
	2019	45%	63%	-18%	64%	-19%
Cohort Comparison		-50%				
05	2021					
	2019	46%	57%	-11%	60%	-14%
Cohort Comparison		-45%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	54%	54%	0%	53%	1%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

All grade levels were progress monitored using iReady data.

Grade 1				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	17/17%	23/23%	33/32%
	Economically Disadvantaged	12/16%	14/18%	23/29%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	5/10%	7/14%	11/22%
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	17/17%	19/19%	34/34%
	Economically Disadvantaged	14/18%	13/17%	25/32%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	7/14%	5/10%	10/20%

Grade 2				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	15/15%	23/23%	28/27%
	Economically Disadvantaged	10/13%	17/22%	20/25%
	Students With Disabilities	0/0%	0/0%	1/25%
	English Language Learners	5/10%	9/17%	15/28%
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	11/11%	16/16%	18/17%
	Economically Disadvantaged	6/8%	10/13%	13/16%
	Students With Disabilities	0/0%	1/50%	1/25%
	English Language Learners	3/6%	7/13%	7/13%

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	10/9%	19/17%	23/19%
	Economically Disadvantaged	6/7%	13/15%	14/16%
	Students With Disabilities	0/0%	1/17%	0/0%
	English Language Learners	6/8%	10/14%	13/18%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2/2%	9/8%	21/18%
	Economically Disadvantaged	1/1%	6/7%	13/15%
	Students With Disabilities	0/0%	1/17%	1/13%
	English Language Learners	2/3%	5/7%	12/17%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	4/4%	13/14%	17/17%
	Economically Disadvantaged	3/4%	10/13%	14/18%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	3/6%	4/7%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2/2%	11/12%	16/16%
	Economically Disadvantaged	2/3%	10/14%	10/13%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	0/0%	3/6%	3/5%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	5/5%	12/12%	18/17%
	Economically Disadvantaged	3/4%	7/9%	13/17%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	1/2%	6/11%	8/14%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	8/8%	15/15%	26/25%
	Economically Disadvantaged	4/5%	10/13%	18/23%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	6/11%	10/18%	14/24%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	42/44%	42/47%	49/49%
	Economically Disadvantaged	27/40%	27/44%	33/46%
	Students With Disabilities	0/0%	0/0%	1/25%
	English Language Learners	19/36%	19/38%	21/40%

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	5			15							
ELL	29	52	53	35	42	38	34				
BLK	40	36		38	57		46				
HSP	32	54	58	37	37	35	34				
WHT	47			47							
FRL	32	45	36	33	33	21	28				
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	6	19	30	11	31	33					
ELL	39	47	33	45	46	33	60				
BLK	53	60		38	37		47				
HSP	42	50	39	47	49	34	59				

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
WHT	71	82		81	55						
FRL	44	51	44	46	42	32	56				

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							
ELL	35	64	63	42	55	57	32				
BLK	26	50	64	31	41	50	29				
HSP	45	65	67	49	60	53	49				
WHT	81	64		94	82						
FRL	41	62	66	46	57	51	46				

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	43
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	53
Total Points Earned for the Federal Index	340
Total Components for the Federal Index	8
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
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	42
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	
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	44
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	43
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	47
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	35
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

The ESE subgroup across all grade levels in ELA and Math show the most need with little to no evidences of growth.

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

The data components that demonstrate the greatest need based on iReady data, which is our progress monitoring tool, is ELA and Math scores for all grade levels.

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

During this unprecedented school year, COVID-19 has brought multiple contributing factors leading to the lack of academic growth. Throughout the year school pivoted to online learning with a partial return to a brick and mortar. Another factor was thirty-six percent or 202 out of 560 students had attendance below 90 percent for the 2020-2021 school year. These factors contributed to students missing academic instruction due to poor attendance and numerous technology hurdles as schools attempted to support families as they navigated at home learning. Social distancing inhibited small group learning and collaboration. Another major factor was the social and emotional impact created by the pandemic.

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

Based on iReady progress monitoring data, 5th grade math increased from 8% proficiency to 25% proficiency during the school year.

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

The departmentalized model that 5th grade continued to implement allowed teachers to solely devote their focus on their area of instructional expertise.

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

Getting back to small group instruction being incorporated consistently in core subjects will allow targeted acceleration instruction with appropriate scaffolding based on student need.

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.

Winegard will provide professional development on Instructional Framework, Instructional Focus Calendars, Data Analysis to guide instruction, proper implementation of resources, Acceleration vs Remediation, ESE and ELL strategies for best practices to enhance student achievement, B.E.S.T. standards, SEL/SELL, and other PDs as needed based upon teacher observations and student performance.

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

Creating and monitoring strong systems and framework that support student and teacher needs.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:	On the most recent Florida Standards Assessment (FSA), data indicated that over 50% of students scored below a level 3 in English Language Arts (ELA) in at least one of the tested grade levels. The following percentages for ELA achievement are: Third Grade - 28%, Fourth Grade - 33%, Fifth Grade - 35%. Implementation of instructional learning strategies to increase student achievement with a focus on organizing information from a text to use when answering questions about the text. (Division Priority: Accelerate Student Performance) Providing Acceleration professional development will assist teachers in improving their instructional delivery to enable them to target specific students' needs including ESE, ELL, and our Lowest 25% students.
Measurable Outcome:	The 2022 ELA FSA will show an increase for the following grade levels: Third Grade - 22 percentage points from 28% to 50% Fourth Grade - 17 percentage points from 33% to 50% Fifth Grade - 15 percentage points from 35% to 50%
Monitoring:	Teacher observation with actionable student feedback. Student data reviews. iReady and common assessment progress monitoring. Admin/coach walk throughs with actionable teacher/grade level feedback.
Person responsible for monitoring outcome:	Christina Howell (christina.howell@ocps.net)
Evidence-based Strategy:	Increase our systematic approach to providing scaffolded supports - Scaffolded supports provide temporary assistance to students so they can successfully complete tasks that they cannot yet do independently and with a high rate of success. Teachers select powerful visual, verbal and written supports; carefully calibrate them to students' performance and understanding in relation to learning tasks; use them flexibly; evaluate their effectiveness.
Rationale for Evidence-based Strategy:	Due to the lack of learning gains across the grade levels in ESE, scaffolding will help ensure that student achievement gaps are narrowed.

Action Steps to Implement

1. As a school, we will implement professional development of learning strategies focused on scaffolding for ESE students during small group instruction. (Admin and Coaches- September 2021)
2. Teachers will receive professional development on how to use differentiated instruction in small group. (Teachers, Coaches/Admin- August 2021)
3. Teachers will receive professional development on how to incorporate trauma sensitive strategies in their daily instruction and interaction with their students. (CD Team August 2021)
4. During PLCs, teachers will analyze common assessment data at the conclusion of each unit of instruction to identify strengths, deficiencies and trends, and plans for re-teaching. (Teachers, Coaches August 2021-May 2022)
5. Teachers will implement text-dependent questions and the use of writing to enhance instruction and deepen understanding of text. (Teachers, Coaches- weekly August 2021-May 2022)

Person Responsible Chasity McCready (chasity.mccready@ocps.net)

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	On the most recent Florida Standards Assessment (FSA), data indicated that over 50% of students scored below a level 3 in English Language Arts (ELA) in at least one of the tested grade levels. The following percentages for ELA achievement are: Third Grade - 28%, Fourth Grade - 33%, Fifth Grade - 35%. The Leadership Team will offer support and feedback on teaching strategies to improve best practices within academic core instruction and small group. Coach teachers individually, based on needs through the coaching cycle and student achievement would yield positive academic gains.
Measurable Outcome:	The 2022 ELA FSA will show an increase for the following grade levels: Third Grade - 22 percentage points from 28% to 50% Fourth Grade - 17 percentage points from 33% to 50% Fifth Grade - 15 percentage points from 35% to 50%
Monitoring:	To monitor growth toward the desired outcome(s), the following will be used: - Teacher observation with actionable student feedback - Student data reviews - iReady and common assessment progress monitoring - Admin/coach walk throughs with actionable teacher/grade level feedback
Person responsible for monitoring outcome:	Christina Howell (christina.howell@ocps.net)
Evidence-based Strategy:	Leadership Team will coach teachers individually or through grade level PLCs, based on needs through the coaching cycle. After observation, actionable feedback will be provided by the Leadership Team to the teacher(s).
Rationale for Evidence-based Strategy:	Collaborative reflections will drive actionable feedback to help teachers continually implement strategies gained from ongoing professional developments.

Action Steps to Implement

Classroom walkthroughs are conducted regularly and ELA feedback is provided; when needed adjustments are made in common planning/PLCs.

Person Responsible	Christina Howell (christina.howell@ocps.net)

MTSS Problem Solving Teams meet regularly to ensure:
- Students are appropriately identified.
- Students are matched to appropriate interventions and intensity.
- Data analysis is routinely part of the process, and adjustments are made to interventions.

Person Responsible	Chasity McCready (chasity.mccready@ocps.net)

Provide targeted ELA PD based on teacher needs including the a focus on B.E.S.T. standards.

Person Responsible	Chasity McCready (chasity.mccready@ocps.net)

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

Area of Focus Description and Rationale:	On the most recent Florida Standards Assessment (FSA), data indicated that over 50% of students scored below a level 3 in English Language Arts (ELA) in at least one of the tested grade levels. The following percentages for ELA achievement are: Third Grade - 28%, Fourth Grade - 33%, Fifth Grade - 35%. Area of Focus: Build and establish a culture for social and emotional learning at our school with adults and students. Rationale: Initial research indicates the increased social-emotional challenges our students are facing due to the Covid-19 pandemic and social unrest during the spring/summer of 2021. During times of crisis, children need extra emotional support. By supporting student social-emotional health, academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By ensuring that our school has a culture for social and emotional learning, we can then address the following school needs: 1) ELA and Math Proficiency 2) ELA and Math Learning Gains 3) Science Proficiency
Measurable Outcome:	The 2022 ELA FSA will show an increase for the following grade levels: Third Grade - 22 percentage points from 28% to 50% Fourth Grade - 17 percentage points from 33% to 50% Fifth Grade - 15 percentage points from 35% to 50%
Monitoring:	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 culture and climate survey data, needs assessments, classroom observations, and school environment observations.
Person responsible for monitoring outcome:	Christine Muchow (christine.muchow@ocps.net)
Evidence-based Strategy:	Use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students. We will modify our plan of action as indicated by data, student needs, and adult needs.
Rationale for Evidence-based Strategy:	In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the team dynamics necessary to collectively support positive organizational improvement and change. Resources/Criteria: Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

Action Steps to Implement

1) Understand how social and emotional learning is connected to instructional strategies
2) Establish a common language to support a culture of social and emotional learning at your school with adults and students
3) Use a process to examine the current school climate and culture
4) Determine relevant strategies to strengthen team dynamics and collaboration across the school

5) Implement strategies for social and emotional learning with adults and students to positively impact school climate and culture
6) Use cycles of professional learning that integrate academics and social and emotional learning
7) Monitor, measure, and modify cycles of professional learning that support data-based instructional decisions that enhance school improvement efforts

Person Responsible   Christina Howell (christina.howell@ocps.net)

Additional Schoolwide Improvement Priorities

Using the 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.

Winegard Elementary School is ranked 1,247 out of 1,395 schools statewide and 76 out of 126 schools in Orange County during 2019-2020 school year for incidents that occur on campus. There are three categories for incidents that may occur at schools. These three categories include: Violent Incidents, Property Incidents and Drug/Public Order Incidents. Winegard has had a total of 16 Violent Incidents with an enrollment of 691 students which converts to 2.32 percent for the Incident Rate in the 2019-2020 school year. The ranking ranges from Very Low to Very High to include five categories: (Very Low, Low, Moderate, High and Very High). Winegard has a ranking of Very High for the 16 incidents that occurred in 2019-2020. Last year Winegard implemented Conscious Discipline throughout the school and will continue to practice Conscious Discipline this year along with Social Emotional Learning (SEL) strategies being embedded into the daily curriculum, as well as, weekly SEL lessons delivered by teachers during Health. Ms. Marti, the school counselor and the Conscious Discipline behavior team will continue to provide professional development with all staff to increase staff skill in using Conscious Discipline strategies with students continue to decrease the number of violent incidents during the school year. Focus will continue to be on self-awareness, self-management, social awareness, building relationships, and responsible decision-making. Ms. Marti will also review any discipline issues with students who may obtain a discipline referral in order to correct behaviors and have students process as to what are better choices that they can make in the future.

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.

Building relationships is the key to building a positive school culture an environment. This encompasses students, staff, families and the community. Winegard strives to build an environment that is welcoming to all no matter the journey each individual is on. This past year Winegard became a Conscious Discipline school and will continue using strategies learned.

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

Leadership leads the way with positivity, encouragement and recognizing the great work that is happening within our school building.
Teacher leaders model the kind behaviors we expect from students and give value to everyone's contribution.
Student leaders practice positive habit building, respecting others, striving to do their best and make progress.
Families support their students by being fully present in their lives and cultivating growing dreams.
Community members partner with us through mentoring students, investing in our future, and modeling the benefits of a positive path.
Coming together for functions, celebrations, and times of learning. Together we are better!

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$1,600.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			1171 - Winegard Elementary			$1,600.00
			Notes: Professional Development Days			
2	III.A.	Areas of Focus: Instructional Practice: ELA				$600.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			1171 - Winegard Elementary			$600.00
			Notes: Sub for teachers to observe small group instruction modeled with students			
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			1171 - Winegard Elementary			$0.00
			Notes: Training on new curriculum for SEL with students.			
					Total:	$2,200.00