

Orange County Public Schools

Windermere High



2022-23 Schoolwide Improvement Plan

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Windermere High

5523 WINTER GARDEN VINELAND RD, Windermere, FL 34786

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

Demographics

Principal: Andrew Leftakis

Start Date for this Principal: 7/1/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	26%
2021-22 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	2021-22: A (63%) 2018-19: B (60%) 2017-18: B (58%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Windermere High

5523 WINTER GARDEN VINELAND RD, Windermere, FL 34786

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

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	26%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	57%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		B	B

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SIP Authority

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<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.

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

Provide the school's vision statement.

OCPS Vision: To ensure every student has a promising and successful future.

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Leftakis, Andrew	Principal	Academic coaches Academic focus Budget and bookkeeping Campus Communication Data Management Faculty meetings Hiring/retention of personnel Iobservation Incident Commander Media relations Professional Development Progress monitoring School Advisory Council PTSO Liaison School Improvement Plan School goals and vision Social Emotional Learning and Leadership Leadership Team Performing Arts Visual Arts SGA Assistant Principals Classified Personnel
Adkins, Jessica	Assistant Principal	English Language Arts Edgenuity Lab Guidance Counselors SAFE College and Career Specialist Accountability contact Baker Acts College and Career Center College and career readiness Dual enrollment ELL Monitoring FAFSA Financial Aid Night/Info FSA Data review FTE Industry certifications Mental Health Social Worker Monitoring students at risk of non-graduation Monitor D and F students National Merit Scholars National Student Clearing House Data SCOIR Project Impact Master schedule

Name	Position Title	Job Duties and Responsibilities
		School Advisory Committee/SIP Scholarship money Social Emotional Learning and Leadership Super Scholars Tracking non-graduates Other duties as assigned
Linehan, John	Assistant Principal	Science World Languages Physical Education Athletics/Clubs/ICC CLAW Day CPR Training Discipline FAC Admin representative HOPE Scholarships Level 4 Process MAO Representative Marquee National Academic Signing Day New Teacher Extravaganza OCPS Gives Parking Partners in Education PASS Social Emotional Learning and Leadership Shelter Coordinator Student recognition Teacher Appreciation/TOY/SPOY Threat Assessment Team Vision Screenings Uniformed Security Guards Wellness Rep/Health school team/health hero champion Other duties as assigned
Murchison, Nancy	Assistant Principal	Social Studies Pre-Majors/CTE Annual Fire Inspection AED Custodial Liason Digital devices Drills Duty assignments Emergency contact forms Environmental Complainece Fire extinguisher Facility Use FSSAT

Name	Position Title	Job Duties and Responsibilities
		Independent contractors Inventory- fixed assets Key management Project Lead the Way Property manager Radio management Recycling School clinic School Safe Plan Social and Emotional Learning and Leadership Student/Staff IDs Summer IAQ Tabletop activities Textbook inventory Work orders Other duties as assigned
Newcomer, Amanda	Other	Advanced Placement AICE Testing
Brockmeier, Brittany	Instructional Coach	Character Lab Common Assessments Data monitoring and data chats In-service points/certification Lesson plan/CRM support Pre-Planning Professional Learning Communities Teacher Mentors
Hernando, Roxana	ELL Compliance Specialist	Maintain accurate records for ELL students and provide classroom support to teachers and students ESOL Management ESOL Compliance ESOL teacher and classroom support WIDA
	Dean	Behavior Management/Discipline Detention Level 4 Process Threat Assessment Team Title IX Coordinator Transportation/Busses
Stokes, Danielle	Assistant Principal	Math Exceptional Student Education/504 ADDitions volunteers

Name	Position Title	Job Duties and Responsibilities
		AICE program AP program Gifted Field trips Graduation coordinator Mentor Coordinator- new teachers Mentor coordinator- students Open House PLC coordination Push-in teacher coordinatio Scholar Events Social Emotional Learning and Leadership Staffing Specialists Substitutes Teach-In Teacher leaders and growth Teacher planning days Testing Tutoring Other duties as assigned
Mitchell, Tagiya	Reading Coach	Support reading and ELA classes/teachers. Literacy leadership council Monitor level one and two readers MTSS Tier 2/3 reading plan

Demographic Information

Principal start date

Thursday 7/1/2021, Andrew Leftakis

Number of teachers with a 2022 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.*

2

Number of teachers with a 2022 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.*

26

Total number of teacher positions allocated to the school

138

Total number of students enrolled at the school

3,087

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

8

Identify the number of instructional staff who joined the school during the 2022-23 school year.

11

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	1	754	697	759	709	2920
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	179	271	420	375	1245
One or more suspensions	0	0	0	0	0	0	0	0	0	69	57	67	51	244
Course failure in ELA	0	0	0	0	0	0	0	0	0	9	37	32	38	116
Course failure in Math	0	0	0	0	0	0	0	0	0	3	16	10	36	65
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	119	106	143	0	368
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	92	145	123	45	405
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	122	156	187	104	569

Using current year data, complete the table below with the number of students identified as being "retained.":

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	1	0	1	2

Date this data was collected or last updated

Friday 8/19/2022

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	0	0	0	0	0	0	0	0	3	611	729	658	970	2971
Attendance below 90 percent	0	0	0	0	0	0	0	0	2	111	253	249	341	956
One or more suspensions	0	0	0	0	0	0	0	0	0	34	29	28	31	122
Course failure in ELA	0	0	0	0	0	0	0	0	0	36	30	73	106	245
Course failure in Math	0	0	0	0	0	0	0	0	0	30	38	89	97	254
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	68	88	64	102	322
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	61	85	56	91	293
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	105	111	111	143	470

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	84	120	134	191	529

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	1	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	1	3	4

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	0	0	0	0	0	0	0	0	3	611	729	658	970	2971
Attendance below 90 percent	0	0	0	0	0	0	0	0	2	111	253	249	341	956
One or more suspensions	0	0	0	0	0	0	0	0	0	34	29	28	31	122
Course failure in ELA	0	0	0	0	0	0	0	0	0	36	30	73	106	245
Course failure in Math	0	0	0	0	0	0	0	0	0	30	38	89	97	254
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	68	88	64	102	322
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	61	85	56	91	293
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	105	111	111	143	470

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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
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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	1	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	1	3	4

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	66%	49%	51%				70%	55%	56%
ELA Learning Gains	58%						59%	53%	51%
ELA Lowest 25th Percentile	45%						44%	40%	42%
Math Achievement	52%	36%	38%				56%	43%	51%
Math Learning Gains	54%						52%	49%	48%
Math Lowest 25th Percentile	48%						42%	46%	45%
Science Achievement	74%	31%	40%				74%	70%	68%
Social Studies Achievement	68%	43%	48%				79%	73%	73%

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

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	73%	67%	6%	67%	6%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	76%	69%	7%	70%	6%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	46%	63%	-17%	61%	-15%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	60%	53%	7%	57%	3%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	28	43	32	24	45	40	45	38		89	37
ELL	49	59	55	45	53	44	56	39		100	65
ASN	80	63	30	74	63		88	88		99	74
BLK	59	49	34	43	58	39	67	75		100	63
HSP	58	59	50	48	52	49	64	61		98	68
MUL	75	67		27	45		90			100	67
WHT	72	57	43	58	56	48	82	70		97	74
FRL	54	53	51	40	46	32	62	69		97	69
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	30	38	32	24	34	31	52	52		94	31
ELL	41	58	53	30	35	24	50	55		98	60

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
ASN	77	67	33	53	24		75	90		100	74
BLK	63	58	38	33	27	24	75	67		100	56
HSP	56	57	52	34	33	25	65	65		98	62
MUL	81	77		54			85			100	75
WHT	70	59	44	49	33	23	77	83		99	72
FRL	55	53	42	33	29	20	61	60		99	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
SWD	18	25	25	14	30	34	32	36			
ELL	41	52	49	46	53	49	60	57			
ASN	81	69	33	75	58		90	85			
BLK	59	55	38	30	31	43	63	74			
HSP	60	54	45	52	52	41	70	74			
MUL	92	74		71	67		85	67			
WHT	74	61	47	60	54	46	75	83			
FRL	54	49	33	42	44	42	62	71			

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	690
Total Components for the Federal Index	11
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	42
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	56
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	59
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	60
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	67
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	64
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Trends within ESSA Data increased within all subgroups except for one. The only subgroup that did not improve were multiracial students. This subgroup decreased by 12% from 79% in 2021 to 67% in 2022. The Overall ESSA Federal Index increased by 5% from 58% in 2021 to 63% in 2022. As a content area, math trends increased within each component (Achievement, Learning Gains, Lowest 25% Learning Gains). The component with the greatest increase were Learning Gains of the Lowest 25% which grew 24% from 24% in 2021 to 48% in 2022. English Language Arts increased overall achievement by 1% from 65 in 2021 to 66 in 2022.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Based off of progress monitoring and state assessments, Social Studies (US History) showed the greatest need for improvement. This content area decreased in overall achievement by 7% from 75% in 2021 to 68% in 2022, while Science, Math, and English Language Arts all increased overall achievement. Additionally, a decrease in Learning Gains and Learning Gains of the Lowest 25% is also visible in the data. Learning Gains in ELA decreased by 1% from 59% in 2021 to 58% in 2022. Learning Gains of the Lowest 25% decreased by 2% from 47% in 2021 to 45% in 2022.

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

As COVID numbers increased, attendance for the district was excused for students whose families needed to remain home. Unfortunately, this greatly affected overall student attendance. As such, students missed out on critical content and instruction during January. Additionally student and teacher absences due to the Pandemic, were still high compared to school years in which COVID was not a factor.

For US History, factors that contributed to this need for improvement were a teacher resigning midyear. This position was vacant for a time before being filled by a first year teacher. For both US History and English Language Arts, the Pandemic still played a role in achievement. One teacher resigned mid year and was replaced with a first year teacher.

For ELA, instruction missed in 8th or 9th grade in 2021 due to COVID was still impacting student learning and was compounded by continued absences. The 10th grade ELA team also saw midyear turnover, with two teachers resigning and one teacher moving into a leadership role at another school. Two of the teachers who left had high rates of absenteeism. Unfortunately, the teachers who were hired to replace these roles also had high rates of absenteeism, which increased the need for substitutes who

were not ELA certified. Both ELA interventionists who were hired ended up having to take on classroom teaching roles at the beginning of the year due to teacher turnover. Thus, intervention support was not as readily available for all classrooms and students.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

All math data showed the most improvement. Math increased within each component (Achievement, Learning Gains, Lowest 25% Learning Gains). The component with the greatest increase were Learning Gains of the Lowest 25% which grew 24% from 24% in 2021 to 48%.

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

Contributing factors to this improvement were intentional teacher placement, consistency and experience within members of the PLC. Teachers also held twice weekly, targeted after-school tutoring and weekend intensive boot camps.

Math interventionists were able to maintain their roles within the math department. These positions had a high return on investment as the teachers were able to push-in to classrooms, pull small groups for support, and substitute for math teachers when they were absent. Having certified math teachers available to keep the flow of instruction when absences occurred was valuable for student learning to continue.

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

This year, Windermere High School, will continue with the teacher intervention plans that worked for math last year. In addition to these roles, we have added interventionists with qualifications in science and social studies to support Biology and increase US History achievement.

ELA interventionist positions were fully staffed for the 22-23 school year with two full-time interventionists and two ELA 10 teachers who have two extra class periods without an assigned class, in order to provide more intervention strategies. Both full-time interventionists are also bilingual and have experience with ELL students in order to support those that are still acquiring English as a second language. Our full-time 9th grade ELA interventionist is also certified in Social Studies and will be able to provide ESOL and reading support alongside the interventionist for US History.

All interventionists work with their designated administrator and content area PLCs to create intentional schedules that will provide push-in support, small group pull-out intervention, data monitoring, and increased communication with families of students needing support. The ELA interventionists have also teamed up with school Reading Coach to track supports for students in Intensive Reading and ELA.

We have also added a Graduation Coach position. This role will work hand in hand with the ESE department and guidance to identify at-risk students in every grade level and create intervention plans to increase student achievement and ensure more students are on track for graduation by the beginning of their senior year.

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.

Based on the contributing factors and strategies to accelerate student learning, our professional development will have a strong focus on small group instruction within the classroom as well as identifying resources to support effective instruction and the emotional well-being of teachers. Teachers

will attend targeted monthly PD to increase the use of high-yield strategies in the classroom as well as PD opportunities that are based on teacher choice and experience levels.

Teachers teams will also work together to utilize Curriculum Resource Materials (CRMs) in order to backwards plan, ensure standards/benchmarks based instruction. By utilizing the CRMs as a basepoint, teachers will embed SEL strategies into their daily instruction, which will build cognitive connections to the content.

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

Continued Professional Development, targeted tutoring on weekends and after school, engaging the community, and ensuring teachers are supported in their personal well-being so that they do not experience burn-out.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Transformational Leadership specifically relating to Specific Teacher Feedback/Walkthroughs

Area of Focus
Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

Improve teacher capacity in ELA, Math, Biology, US History Proficiency in order to accelerate student performance.

Our overarching goal is to improve student readiness for the public postsecondary level based on an annual analysis of the postsecondary feedback report data.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By improving teacher capacity, we anticipate student achievement and engagement to increase. Additionally, we anticipate ELA proficiency to improve by 3% from 66% to 69%; math to improve by 3%, from 52% to 55%, Biology proficiency to improve by 3%, from 74% to 77%; and US History proficiency to improve by 7%, from 68% to 75% - as measured by Quarter 3 FAST Progress Monitoring and End of Course Exams.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The Instructional Leadership Team will utilize formative data discussed in weekly PLCs and classroom observation and sweep data to monitor for the use of high-yield instructional strategies.

Person responsible for monitoring outcome:

Andrew Leftakis (andrew.leftakis@ocps.net)

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Continue to utilize and improve upon our system of continuous feedback for classroom teachers. Continue and improve the sweep system that was implemented during the 2020-2021 school year. This process requires instructional coaches and administrators to sweep through every content classroom, everyday, and provide actionable feedback based on observation or instructional practices and student tasks. In addition coaches and administrators must also attend weekly PLC meetings for their designated content area and engage as active leaders and members of their PLC teams.

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy.
Describe the

By providing continuous feedback to teachers, ineffective or non-standards based lessons can be corrected immediately, so that student learning is not negatively impacted. Teachers will be provided with actionable feedback on a daily/weekly basis, with administrators working collaboratively with teachers in order to create and sustain a positive working environment and open lines of communication so that teachers feel comfortable expressing their professional and personal needs. Coaching opportunities will also be presented to support individual teacher growth.

By providing consistent, actionable, and encouraging feedback teachers will be able to

**resources/
criteria used for
selecting this
strategy.**

increase their knowledge of strategies specific to students with disabilities, students from diverse backgrounds, ELL students, and students with high needs. In turn, this will support improving growth and achievement among ESSA subgroups.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- 1). Develop PD calendar during the summer for small-group instruction and differentiated PD
- 2). Identify teacher leaders who can assist in monitoring of systems and deliver PD
- 3). The Instructional Leadership Team will continue to monitor instructional systems, conduct classroom sweeps, provide feedback, and look for areas of improvement.
Provide on-going, professional development based on classroom walkthrough data and teacher feedback.
- 4). Utilize daily sweep schedule to observe classroom instruction and monitor that the schedule is being followed on a daily/weekly basis and weekly actionable feedback
- 5.) Ensure administrator to teacher communication is open and positive.

Person

Responsible

Andrew Leftakis (andrew.leftakis@ocps.net)

#2. Positive Culture and Environment specifically relating to Teacher and Student Social Emotional Well-Being	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	<p>We will continue to improve the school culture for social and emotional learning at our school with adults and students. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to the subject material. By ensuring that our school has a culture for social and emotional learning, we will address the following school needs: overall discipline referrals, stakeholder perception of the school, school attendance, and observed student interactions.</p> <p>Teacher retention, attendance, and recruitment is improved when there is a positive, supportive work environment with open-lines of communications with all stakeholders.</p>
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	<p>Increased student achievement on quarter 3 FAST and End of Course Exams. Decreased number of students receiving in and out of school suspension. Increased positive response rates for all teacher and student response categories on the 2022-2023 Panorama Survey. This will also allow us to measure the positive and negative responses of students within each ESSA subgroup and analyze any trends in order to make necessary changes to support and serve all students. Decreased number of teachers leaving mid year. Increased number of teachers choosing to remain at Windermere High School for the 2023-2024 school year.</p> <p>Beginning of year, mid year, and end of year surveys for students and teachers that mirror the data collection on the Panorama survey in order to create more proactive strategies to improve and sustain a safe and positive environment.</p>
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	<p>We will use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise and life skills for all students.</p> <p>Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data.</p> <p>Administrators will increase the number of classroom visits and one-on-one collaborative conversations with teachers.</p>
Person responsible for monitoring outcome:	Jessica Adkins (jessica.adkins@ocps.net)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We will use distributive leadership and social and emotional learning to strengthen team dynamics, trust and collaboration in order to build academic expertise with all students. 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. We will modify our plan of action as indicated by data, student needs, and adult needs.
Rationale for Evidence-based	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

**Strategy:
Explain the
rationale for
selecting this
specific strategy.
Describe the
resources/
criteria used for
selecting this
strategy.**

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. 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.

The Leadership Team will utilize this model to build trust between teachers and leadership and teachers and students.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

- 1) Understand how social and emotional learning is connected to instructional strategies
- 2) Use beginning, mid, and end of year to examine the current school climate and culture
- 3) Determine relevant strategies to strengthen team dynamics and collaboration across the school
- 4) Implement strategies for social and emotional learning with adults and students to positively impact school climate and culture

Person

Responsible

John Linehan (john.linehan@ocps.net)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

NA

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

NA

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

NA

Grades 3-5: Measureable Outcome(s)

NA

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

NA

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

NA

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

NA

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step**Person Responsible for Monitoring**

NA

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Windermere High School will continue to build and improve positive school culture and environment through a school-wide emphasis on Social and Emotional Learning (SEL) and focus on the mental health and wellness of our students and staff. Administration will work closely with the school SAFE Team, guidance, and district resources, in order to provide continuous, relevant professional development that employs SEL strategies and fosters trust and relationships among students and staff. Utilizing these strategies is key to student growth and achievement in order to ensure that all students have promising and successful futures.

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

Stakeholders for promoting a positive culture and environment are the
Principal- Leading the overall shared vision of the school, build trust and buy-in among staff, foster

relationships with families and the community to create clear and transparent lines of communication, efficient operations

Assistant Principals- Student appreciation, model staff expectations, provide actionable, constructive feedback to staff. Foster relationships with families to create clear and transparent lines of communication.

SAFE Coordinator- Helping students and families find support for social emotional and mental health needs within the school and community.

Guidance Counselors- Creating a welcoming environment in student services in which students feel comfortable asking questions and discussing their current academic plans, as well as post secondary paths.

PASS Coordinator- Utilize restorative practices and other strategies that allow students to reflect on and reexamine their thinking so that they do not encounter the same discipline incidents in the future.

Deans- Fostering Restorative Practices with students, utilizing strategies that help students utilize critical thinking to analyze their own behaviors and make positive choices.

Teachers- Setting positive expectations and respectful, equitable environments within the classrooms.

PTSO- Staff appreciation and celebration

SAC- Support the School Improvement Plan goals by meeting to discuss school needs