

Windy Ridge K 8



2014-15 School Improvement Plan

Windy Ridge K 8

3900 BEECH TREE DR, Orlando, FL 32835

[no web address on file]

School Demographics

| | | |
|--------------------|----------------|---------------------------------|
| School Type | Title I | Free/Reduced Price Lunch |
| Combination | No | 48% |

| | | |
|-------------------------------|-----------------------|-----------------|
| Alternative/ESE Center | Charter School | Minority |
| No | No | 59% |

School Grades History

| Year | 2013-14 | 2012-13 | 2011-12 | 2010-11 |
|-------|---------|---------|---------|---------|
| Grade | A | A | A | A |

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

SIP Authority and Template

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.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

| DA Category | Region | RED |
|-------------|-------------------|-------------------------------|
| Not In DA | 3 | Ella Thompson |
| Former F | Turnaround Status | |
| No | | |

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead students to success with the support and involvement of families and the community.

Provide the school's vision statement

To be the top producer of successful students in the nation.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Teachers participated in Professional Development during pre-planning on establishing student relationships. This is a component of our school-wide PBS program and also a part of Marzano instructional strategies. Teachers build relationships with students throughout all grade levels by sharing academic and behavioral expectations and create an environment where students feel comfortable. Parents are kept informed through written and oral communication. Students and teachers participate in a weekly class meeting in each classroom using the guidance services framework for sharing during class meetings.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The building is clean, inviting, and conducive to learning. There are school-wide procedures and expectations that apply to all classrooms and common areas of the school. Staff members are encouraged to try to give three positive interactions with students. This will have students feeling respected by all adults. Windy Ridge has a school wide safety plan in place and all staff members adhere to our Safe School Plan. Safety precautions are in place throughout the day with all staff members taking part in arrival and dismissal procedures.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

PBS- Positive Behavior System is used school wide with consistent reinforcement of school rules and procedures. We use H.A.W.K Bucks to promote positive behavior and recognize good choices. Students are also recognized on the morning announcements and we have implemented a Student of the Month for the classrooms. Students trade these in our HAWK store for small tokens and prizes. Classrooms use the PBS- Positive Behavior System throughout the school day. Teachers work with the dean to provide interventions for students with consistent misbehavior incidents by tracking behavior, keeping track of student behaviors on a behavior chart, and by working with parents to reinforce positive choices rather than negative ones. When discipline referrals must be written, parent contact is made, and dismissal decisions are made according to the OCPS Code of Conduct. Interventions are also put into place to prohibit repeated misbehavior and referrals. All teachers are trained during pre-planning meetings to understand the Code of Conduct and the process for handling classroom misbehavior and writing discipline referrals.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

There are several levels of service where all social emotional needs are met. Teacher and community mentors are provided for students that need the social emotional counseling. Student peer counseling is also provided to help with emotional needs and mentoring. Guidance counselor works individually with students and provides classes to students and parents in counseling sessions.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Windy Ridge has 3 academic coaches that are responsible for monitoring the academic proficiency of students in specific content areas. The guidance counselor review grades throughout the school year and meets regularly with struggling students. The counselor and academic coaches provide parents, students, and teachers assistance with tutoring opportunities, scheduling conferences, mediation, and SAFE services. Attendance is monitored by the leadership team and registrar. When students have multiple absences, the Child Study Team meets regarding the student's attendance. The dean monitors student's suspensions and the school's behavioral team meets regularly to review behavioral data trends.

Course failure-students that have failed or scored a level 1 on statewide assessments have been targeted for Tier II or Tier III interventions as well as additional tutoring opportunities.

Provide the following data related to the school's early warning system

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 | |
| Attendance below 90 percent | 10 | 16 | 10 | 4 | 10 | 13 | 0 | 1 | 1 | 65 |
| One or more suspensions | 0 | 4 | 8 | 7 | 15 | 16 | 19 | 1 | 2 | 72 |
| Course failure in ELA or Math | 0 | 0 | 14 | 27 | 28 | 39 | 1 | 1 | 1 | 111 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 35 | 28 | 29 | 6 | 1 | 4 | 103 |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | Total |
|--|-------------|---|----|----|----|---|---|----|-------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 8 | | |
| Students exhibiting two or more indicators | 1 | 4 | 15 | 22 | 26 | 2 | 1 | 71 | |

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Before and after school tutoring will be offered for identified students in grades 3-8. We also meet weekly with teachers to discuss data and concerns they are having about students in their classrooms. The Behavior Leadership Team meets twice a month to discuss current behavior data, including referrals and suspensions, and monitors the effectiveness of our school-wide behavior plan. During these meetings, individual students can be identified and provided with additional support or counseling if needed. The Child Study Team meets to discuss truancy and excessive tardiness with the parents. A plan is put in place to help the parents have the student attend school regularly and to

be in on time. The MTSS team meets to develop a plan so that students can be successful. The team meets periodically to view the progress monitoring of the student to see if the interventions put into place for the student are effective.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

At Windy Ridge, we have a high rate of parental involvement. More than half of our parents attend various events in the daytime and the evening. Specifically, we have parents that attend or serve on various committees such as the School Advisory Council, Parent Leadership Council, and Parent Teacher Association. It is through the collaboration of these 3 organizations that decisions are made in order to increase student learning and strengthen the relationship between the school, our families and the community.

In order to achieve our target for this year, it is recommended that events be combined or meetings held before/after functions to increase parent attendance. In order to increase attendance, we will have more evening events as well as have staggered times and/or dates.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Windy Ridge has a Partner in Education coordinator, a Teach In coordinator and an ADDitions coordinator that build and sustain partnerships with community and business stakeholders to provide resources, communicate job descriptions, and offer services for students to support student achievement.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

| Name | Title |
|-------------------|---------------------|
| Webley, Tracy | Principal |
| Crabb, Pamela | Assistant Principal |
| Jefferson, Nicole | Assistant Principal |
| Matthews, Laura | Instructional Coach |
| McCarthy, Sarah | Instructional Coach |
| Smoot, Marybeth | Instructional Coach |
| Carvalho, Noreen | Dean |

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Principal - Meet with and instruct all members of the leadership team on instructional practices, provide observation feedback to teachers. Responsible for overall operation of the school.

Assistant Principals - Meet weekly with instructional staff to review data and instructional strategies, provide observational feedback to teachers using Instructional Framework. Support principal in all above areas.

Instructional Coaches - Meet with grade level team members to guide planning using the Instructional Framework and state standards and provide coaching and modeling when appropriate.

Dean- Meet with Behavior Leadership Team while providing coaching to individuals and small groups of teachers. Works with teachers to analyze student behavior data and provide support when necessary.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Teachers identify at risk students based on classroom performance and assessment data. MTSS team meets to discuss appropriate interventions and strategies to address identified needs. Principal assigns tasks to team members regarding instructional materials, who will provide intervention, and progress monitoring duties.

Weekly data meetings are held with each grade level to discuss student progress. Our MTSS Leadership Team will meet as a group monthly (more if necessary) to discuss students' academic progress and

data, as well as staff training and support. MTSS Leadership Team members will also meet with grade level teachers twice a month to review universal screening data and link instructional decisions, review progress monitoring data at the grade level and classroom level to identify students who are meeting and/or exceeding benchmarks, at moderate risk, or at high risk for not meeting benchmarks, and develop intervention, enrichment, and problem solving plans for students. The team will collaborate regularly to problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The MTSS Leadership Team will also work with staff to facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Title II funds will be used toward substitute money for teachers to attend the Florida standards training, classroom demonstrations and any other professional learning opportunities. The teachers will need substitutes to be in their classrooms while they attend the training throughout the school year.

SAI funds will be used toward tutoring before and after school of our potential level 1's and 2 Florida Standards Assessment students in grades 3-8. SAI funds will help fund the ESOL student tutoring.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

| Name | Stakeholder Group |
|------------------------|----------------------------|
| Tracy Webley | Principal |
| Jerald Anderson, Sr. | Parent |
| Joanna Bradford | Parent |
| Althea Jackson | Parent |
| Stacey Pedersen | Parent |
| Jackie Ramsey | Business/Community |
| Mary Ellen Starnes | Parent |
| Stacey Jackson Aruso | Student |
| Natalie Beavers | Teacher |
| Karen DePriest | Parent |
| Adrienne Reed | Parent |
| Anna Fidelo | Teacher |
| Cheryl Savage | Teacher |
| Sara Slimick | Teacher |
| Lillian Vojak | Teacher |
| Denise Merchant | Education Support Employee |
| Catherine Thompson | Parent |
| Todd Wegner | Business/Community |
| Jacqueline Calle Navas | Parent |
| Kimberly Buchan | Parent |

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Last year's school improvement plan was structured in a similar format with many of the the same barriers and goals impeding the progress toward those goals. Curriculum goals that were not met last year will be addressed along with the new Florida State Standards.

Development of this school improvement plan

The SAC met formally in May 2013 to review the School Improvement Plan and make suggestions for the upcoming school year. SAC met again in September to propose final suggestions and review the 2013-2014 SIP. This year's SAC will continually monitor the implementation of our SIP and offers suggestions and ideas for changes to the proposed strategies and barriers in the School Improvement Plan.

Preparation of the school's annual budget and plan

School improvement funds will be used to provide extra reading support and instructional materials for students identified as below level in reading and / or math. Tier II and Tier III students will participate in extra reading and math instruction 2-3 times each week.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

The projected use of school improvement funds was used to supplement the school with technology by providing classrooms with resources and to provide teacher training and professional development.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

| Name | Title |
|-------------------|------------------------|
| Webley, Tracy | Principal |
| Crabb, Pamela | Assistant Principal |
| Carvalho, Noreen | Dean |
| Matthews, Laura | Administrative Support |
| Jefferson, Nicole | Assistant Principal |
| Smoot, Marybeth | Administrative Support |
| McCarthy, Sarah | Administrative Support |
| Resnick, Shari | Administrative Support |

Duties

Describe how the LLT promotes literacy within the school

Initiatives for the LLT this year include: implementation of MTSS, Differentiated Instruction throughout all core reading classes, Webb's Depth of Knowledge to increase rigor in the classroom, Read 180, implementation of the Florida State Standards, working collaboratively through group Collaborative Learning Teams, utilization of supplemental I-Ready program to support differentiation, and utilizing Core Connections to support the new writing standards.. The LLT will work with teachers to help answer the essential question they are focusing on by analyzing student data, both state and school assessments as well as formative and common assessments, and to help address reading benchmarks in all content areas, K-8. The LLT will help enhance best practices by providing literacy learning opportunities throughout the year.

The team will focus on the diagnosis and remediation of low performing students as well as developing ideas that will motivate the students at Windy Ridge to log more minutes reading each week. Higher order questioning, understanding vocabulary and comprehension skills are apart of this school wide intervention in an effort to develop better reading comprehension skills.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Each grade level team has two common planning times multiple times per week. Twice each week, each team meets with the instructional coaches to complete lesson plans for reading and math with the guidance from the coaches. Teachers and coaches share best practices and instructional strategies pertinent to the lessons being planned. Coaches leave teachers positive and constructive feedback after conducting classroom walk throughs each day. Instructional coaches work collaboratively with the teachers in creating formative assessments.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The administrative team at Windy Ridge K-8 School will create a strong sense of community among the staff through team building and professional development activities. Teachers will also work collaboratively in order to grow professionally and build strong relationships with other staff members and the community. Windy Ridge actively seeks to recruit and retain effective teachers. New teachers are paired with veteran teachers, team leaders and instructional coaches to provide mentoring and support. All teachers are provided weekly ongoing professional development and encouraged to grow as instructional leaders. All teachers are involved in PLCs each grade level to support each other with effective teaching strategies.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Individual mentors are assigned to first and second year teachers at Windy Ridge K-8. These mentors commit to meeting monthly as part of the PLC process. In addition, mentors are available as needed for ongoing, individual support and direction. The instructional coaches meets with the mentor / mentee team for ongoing collaboration.

In year one, new teachers complete OCPS requirements as well as engaging in structured activities and mentoring provided by their instructional coaches. In year two, new teachers continue to complete the OCPS certification requirements.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Windy Ridge uses student performance data to determine our reteaching, interventions and student grouping. The leadership team meets regularly to analyze data. The team meets weekly with teachers to review data. The leadership Instructional coaches will use the data to support teachers in developing differentiated data groups.

Classroom interventions are provided to all students with the use of differentiated instruction. Further interventions are provided during the 30 minute reading intervention daily. During intervention identified times, students are grouped in Tier II and Tier III groups for targeted interventions.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 14,400

Teachers offer a 0 period and a 7th period for band, art, strings, orchestra. These extra periods will meet the needs of middle school students and offer them the electives that they need for enrichment. This will also allow the students to take an extra elective or provide students, with double intensive classes, an opportunity to have an elective.

Strategy Rationale

Students are given additional opportunities for an elective.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Jefferson, Nicole, nicole.jefferson@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

These electives are offered to students as a way to add skills and offer a variety of activities. Data is collected through the classroom procedures and monitored by responsibilities of the students and teachers.

Enrollment and regular attendance is collected and monitored.

Strategy: Extended School Day

Minutes added to school year: 10,800

Before and after school tutoring will provide targeted instruction to the lowest quartile students as identified through evaluation of formative and summative assessment data.

Strategy Rationale

The data indicates the need for additional academic instruction/intervention for identified students.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Webley, Tracy, tracy.webley@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Enrollment and regular attendance is collected and monitored. Student grades, Performance Matters, and Florida Standards assessment data will be collected and analyzed.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Local preschools, Head Start, VPK and day-cares are encouraged to visit Windy Ridge campus. A Kindergarten "Round-up" is scheduled every spring to register students and provide vital information for prospective kindergartners and their parents. Parents are encouraged to bring their students to "Meet the Teacher" during pre- planning week and also participate in Open House.

College and Career Readiness

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

Our school has middle school and high school counselors visit the school to advise students on academic planning for their future. Guidance counselors teach college readiness lessons and administer the surveys.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Career planning through world history in 8th grade. All grade levels will have college and career readiness components implemented this school year. Guidance counselor will teach lessons to implement all 6 components.

Instruction incorporates non-fictional text to teach students about community, world, and history to prepare students in the career and technical field.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

We ensure that all students leave with foundational skills that will lead to academic success in the future.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Students are exposed to non-fictional text across grade levels. Close reading strategies are embedded throughout instruction.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Student achievement will increase with the implementation of the MTSS process.
- G2.** Teachers will improve the use of data based decision making to plan and deliver standards based, rigorous lessons, while using the Instructional Framework during common planning time.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Student achievement will increase with the implementation of the MTSS process. 1a

G048615

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| AMO Math - All Students | 84.0 |
| Math Lowest 25% Gains | 85.0 |
| AMO Reading - All Students | 86.0 |
| ELA/Reading Gains | 82.0 |
| ELA/Reading Lowest 25% Gains | 76.0 |

Resources Available to Support the Goal 2

- Item Specs
- Core Reading and Math programs
- MTSS team
- Read 180, Systems 44, Achieve 3000
- Instructional Coaches

Targeted Barriers to Achieving the Goal 3

- Teachers have difficulty differentiating centers across all content areas
- The MTSS process was not culturally embedded across all grade levels.

Plan to Monitor Progress Toward G1. 8

Student achievement will increase across all subgroups as indicated in Performance Matters data and Florida State Standards Assessment data.

Person Responsible

Tracy Webley

Schedule

Semiannually, from 12/19/2014 to 5/29/2015

Evidence of Completion

Performance Matters data, Florida State Standards Assessment

G2. Teachers will improve the use of data based decision making to plan and deliver standards based, rigorous lessons, while using the Instructional Framework during common planning time. 1a

G040440

Targets Supported 1b

| Indicator | Annual Target |
|------------------------------|---------------|
| AMO Math - All Students | 84.0 |
| Math Gains | 87.0 |
| Math Lowest 25% Gains | 85.0 |
| Algebra I EOC Pass Rate | 98.0 |
| AMO Reading - All Students | 86.0 |
| ELA/Reading Lowest 25% Gains | 76.0 |
| ELA/Reading Gains | 82.0 |
| FCAT 2.0 Science Proficiency | 78.0 |

Resources Available to Support the Goal 2

- Common planning times embedded throughout all grade levels.
- Effective Educators website
- Core program materials
- Test Item Specs
- District lesson plan template
- Read 180, Systems 44, and Achieve 3000
- Performance Matters

Targeted Barriers to Achieving the Goal 3

- Limited formative assessment bank
- Teachers lack overall knowledge of utilization of the Instructional Framework and using this as a guide to teaching

Plan to Monitor Progress Toward G2. 8

The data that will be collected, analyzed and discussed will include but not be limited to: I-Ready, created formative assessments, created mini assessments, Go Math, Journeys, observation, and end of course assessments, and Performance Matters data.

Person Responsible

Tracy Webley

Schedule

Biweekly, from 10/6/2014 to 5/29/2015

Evidence of Completion

I observation data, Performance Matters data, formative assessment data, I-Ready data

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Student achievement will increase with the implementation of the MTSS process. **1**

 G048615

G1.B1 Teachers have difficulty differentiating centers across all content areas **2**

 B121281

G1.B1.S1 Professional development and side-by-side coaching and modeling will be provided to all teachers incorporating data to drive differentiated centers. Coaches will provide samples of center activities that are differentiated based on the needs of the students. **4**

 S133236

Strategy Rationale

The data indicates the need for instruction to be differentiated to meet the needs of all learners.

Action Step 1 **5**

Professional development will be provided on differentiated instruction, using data to differentiate, and creating differentiated center activities to meet the needs of all students.

Person Responsible

Tracy Webley

Schedule

Semiannually, from 10/22/2014 to 5/29/2015

Evidence of Completion

Activities that align to the standard and are differentiated to address all learners, PD sign in sheets, PLC agenda

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Exit slips will be reviewed after the PD and the differentiated center activities will be reviewed by grade level admin, lesson plans will be reviewed.

Person Responsible

Tracy Webley

Schedule

Semiannually, from 10/29/2014 to 5/29/2015

Evidence of Completion

I observation data and feedback, lesson plans, I-Ready data, Read 180, Systems 44, and Achieve 3000 data, and Performance Matters data

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

I-Ready data, Read 180, Systems 44 and Achieve 3000, and Performance Matters data. I observation feedback and data.

Person Responsible

Tracy Webley

Schedule

Semiannually, from 10/22/2014 to 5/29/2015

Evidence of Completion

I observation data and feedback, I-Ready data, and Performance Matters data

G2. Teachers will improve the use of data based decision making to plan and deliver standards based, rigorous lessons, while using the Instructional Framework during common planning time. 1

G040440

G2.B3 Limited formative assessment bank 2

B121038

G2.B3.S1 With the shift from the NGSSS to CCSS to the Florida Standards, the district and state have a limited assessment bank for both the overall benchmark assessments and mini assessments, therefore schools are working to create formative assessments and mini assessments. 4

S133219

Strategy Rationale

With a limited test bank, schools must use the standards to develop formative assessments by deconstructing the standard, using the MTPs, and test specifications to produce rigorous assessments

Action Step 1 5

Teachers will use the MTPs, standards and test item specifications to create rigorous formative assessments and mini assessments.

Person Responsible

Laura Matthews

Schedule

Biweekly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Formative assessments will be created across grade levels that align to the standards.

Action Step 2 5

Teachers will use the MTPs, standards and test item specifications to create rigorous formative assessments and mini assessments.

Person Responsible

Laura Matthews

Schedule

Biweekly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Formative assessments will be created across grade levels that align to the standards.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Administrative team will work collaboratively in providing assessment using the test item specifications, MTPs, IMS, and other curriculum related materials to plan and create formative assessments and mini assessments. The teams will use these assessments to assess the standards and provide progress monitoring data.

Person Responsible

Tracy Webley

Schedule

Weekly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Student data from the formative assessments will be monitored by the admin team. Performance Matters data will be analyzed in comparison to the assessments created.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Admin team will meet weekly with the teachers to progress monitor the data.

Person Responsible

Tracy Webley

Schedule

Weekly, from 10/6/2014 to 5/29/2015

Evidence of Completion

Formative assessment and Performance Matters

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|-------------|--|-----------------|-------------------------------|---|---------------------------|
| G2.B3.S1.A1 | Teachers will use the MTPs, standards and test item specifications to create rigorous formative assessments and mini assessments. | Matthews, Laura | 10/6/2014 | Formative assessments will be created across grade levels that align to the standards. | 5/29/2015 biweekly |
| G1.B1.S1.A1 | Professional development will be provided on differentiated instruction, using data to differentiate, and creating differentiated center activities to meet the needs of all students. | Webley, Tracy | 10/22/2014 | Activities that align to the standard and are differentiated to address all learners, PD sign in sheets, PLC agenda | 5/29/2015 semiannually |
| G2.B3.S1.A2 | Teachers will use the MTPs, standards and test item specifications to create | Matthews, Laura | 10/6/2014 | Formative assessments will be created across grade levels that align to the standards. | 5/29/2015 biweekly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--------------|---|---------------|-------------------------------|--|------------------------|
| | rigorous formative assessments and mini assessments. | | | | |
| G1.MA1 | Student achievement will increase across all subgroups as indicated in Performance Matters data and Florida State Standards Assessment data. | Webley, Tracy | 12/19/2014 | Performance Matters data, Florida State Standards Assessment | 5/29/2015 semiannually |
| G1.B1.S1.MA1 | I-Ready data, Read 180, Systems 44 and Achieve 3000, and Performance Matters data. I observation feedback and data. | Webley, Tracy | 10/22/2014 | I observation data and feedback, I-Ready data, and Performance Matters data | 5/29/2015 semiannually |
| G1.B1.S1.MA1 | Exit slips will be reviewed after the PD and the differentiated center activities will be reviewed by grade level admin, lesson plans will be reviewed. | Webley, Tracy | 10/29/2014 | I observation data and feedback, lesson plans, I-Ready data, Read 180, Systems 44, and Achieve 3000 data, and Performance Matters data | 5/29/2015 semiannually |
| G2.MA1 | The data that will be collected, analyzed and discussed will include but not be limited to: I-Ready, created formative assessments, created mini assessments, Go Math, Journeys, lobservation, and end of course assessments, and Performance Matters data. | Webley, Tracy | 10/6/2014 | I observation data, Performance Matters data, formative assessment data, I-Ready data | 5/29/2015 biweekly |
| G2.B3.S1.MA1 | Admin team will meet weekly with the teachers to progress monitor the data. | Webley, Tracy | 10/6/2014 | Formative assessment and Performance Matters | 5/29/2015 weekly |
| G2.B3.S1.MA1 | Administrative team will work collaboratively in providing assessment using the test item specifications, MTPs, IMS, and other curriculum related materials to plan and create formative assessments and mini assessments. The teams will use these assessments to assess the standards and provide progress monitoring data. | Webley, Tracy | 10/6/2014 | Student data from the formative assessments will be monitored by the admin team. Performance Matters data will be analyzed in comparison to the assessments created. | 5/29/2015 weekly |

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Student achievement will increase with the implementation of the MTSS process.

G1.B1 Teachers have difficulty differentiating centers across all content areas

G1.B1.S1 Professional development and side-by-side coaching and modeling will be provided to all teachers incorporating data to drive differentiated centers. Coaches will provide samples of center activities that are differentiated based on the needs of the students.

PD Opportunity 1

Professional development will be provided on differentiated instruction, using data to differentiate, and creating differentiated center activities to meet the needs of all students.

Facilitator

Instructional Coaches

Participants

All instructional staff members and admin team

Schedule

Semiannually, from 10/22/2014 to 5/29/2015

Budget Rollup

| Summary | |
|---|---------------|
| Description | Total |
| Goal 1: Student achievement will increase with the implementation of the MTSS process. | 17,765 |
| Grand Total | 17,765 |

| Goal 1: Student achievement will increase with the implementation of the MTSS process. | | |
|--|--------------|---------------|
| Description | Source | Total |
| B1.S1.A1 - I-Ready | General Fund | 17,765 |
| Total Goal 1 | | 17,765 |