



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

Pam Stewart, Commissioner

## 2014-2015 SCHOOL IMPROVEMENT PLAN [ DRAFT ]

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Windsor Charter School

5175 45TH ST N

St Petersburg, FL 33714

727-475-1297

[www.windsorprep.org](http://www.windsorprep.org)

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## **SIP Authority and Template**

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Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user have been excluded from this document.

## Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

Windsor Prep is dedicated to improving the lives of its students and their families by providing each child with a creative, nurturing, and collaborative environment in which they demonstrate their abilities to produce and solve problems.

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

The vision of Windsor Prep Academy is for all students to be successful through the implementation of our model project based learning, collaboration and technology.

#### School Environment

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

Due to Windsor Prep being a smaller school, we have the benefit of getting to know each of our families and students on a more personal level. Windsor Prep implements character education which teaches students about different cultures and beliefs. Teachers are sensitive to students' personal beliefs through cultures and heritage and utilize many of these as a teaching opportunity. Assure all teachers will participate in the process of discussing climate guidelines along with their behavioral expectations. Provide Professional Development training for teachers who need help in devising methods and structures for expanding positive interpersonal interaction in classroom settings. Schedule and plan school wide multicultural projects to build relationships.

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

Through the implementation of PBS, our students and staff feel respected at all times. Students and parents are taught the expectations and therefore this contributes to creating a safe, family community that many families value so much.

Additionally, Windsor incorporates the following to ensure a safe and respected environment for all:

- \* Anti Bullying Policy
- \* Character Education
- \* Community Build All Year Long
- \* Take opportunity to model school wide expectations
- \* Give the students an opportunity to problem solve
- \* Community and Parent Involvement

##### **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**

Windsor Prep Academy currently utilizes Positive Behavior Supports to reinforce student behavior, high expectations and respect through our school community. Staff is trained yearly on the process and expectations for implementing this process successfully. Students are familiar with the four basic school wide expectations which enforce respect, accountability, safety and responsibilities. We have

found that through this process we have created a positive environment where students know what is expected of them therefore, behavioral problems are minimal.

**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**

Windsor Prep will ensure the social emotional needs of all students are being met through the following:

- \*Operational school based team that meets weekly to discuss students with barriers to academic and social success
- \*Mentors assigned to students identified with concerns
- \*Check-in/Check-out, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day.

**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**

Windsor Prep's early warning system utilizes predictive data, identifies at risk students, targets interventions and evaluates long term causes and patterns.

**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	Students
Attendance below 90 percent	K	1
Attendance below 90 percent	2	1
	<b>Total</b>	<b>2</b>
One or more suspensions	3	2
One or more suspensions	4	2
	<b>Total</b>	<b>4</b>
	<b>Total</b>	
Level 1 on statewide assessment	4	15
Level 1 on statewide assessment	5	15
	<b>Total</b>	<b>30</b>
	<b>Total</b>	

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

Indicator	Grade	Students
Students exhibiting two or more indicators	4	10
Students exhibiting two or more indicators	5	10
	<b>Total</b>	<b>20</b>

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system (i.e., those exhibiting two or more early warning indicators)**

The intervention strategies that are employed by the school to improve the academic performance of the students identified by the early warning system consists of the following: SBLT review, during school and after school intervention support, additional resources and support provided to the parents. On going progress monitoring to determine progress and changes that need to be made to the intervention strategies.

**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**

No PIP plan available

This application does not have a PIP plan uploaded for this school or this district. Please forward or have your district forward the plan document via an Intercom support request and we will upload it.

**Description**

Windsor Prep currently implements a parent student teacher commitment agreement in which all parties involved are held accountable. Additionally, since Windsor is an application based school, we find that parents seek out a school that places emphasis on a positive culture and high behavior expectations. Parents that are interested in learning more about Windsor Prep can elect to tour the school and attend and Discovery night. During this time, the mission and vision of the school are discussed and parents are informed of the schools expectations. Parents and teachers must work together and support each other in order to ensure the student success.

Windsor Prep currently uses the PCSB Portal system in which all grades and progress reports are created. Parents are provided online access to view their child's grades as well as being provided regular progress reports.

Windsor holds regular parent teacher conferences to discuss students progress and assessment results. Additionally, Windsor holds student led conferences, where students can showcase their work and share their academic goals as they relate to assessments and student progress.

Finally, all students have an agenda book that is used for daily communication between the teacher and the parent. Administration and classroom teachers also routinely send home newsletters and email blasts to keep parents informed.

**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**

Windsor Prep Academy places heavy emphasis on parental involvement and support. Parents are encouraged to volunteer a minimum of 20 hours per family per year. Parents are aware of the school's mission and vision through their volunteer time and ongoing communication from administration. Parents are kept informed of their child's progress through the use of frequent communication from teachers and administration as well as progress reports that are generated through PCSB Portal.

Although Windsor Prep is a relatively new school, we have worked hard over the last two years to build

relationships and partnerships with our community in order to support our students and overall vision of the school. Currently, Windsor Prep has a partnership with YMCA where they provide our after school care to our students but also incorporate the availability of additional resources to the parents. The YMCA is also responsible for contributing to our sports programs that are offered after school. This partnership is a valuable resource for Windsor Prep as the YMCA supports our students through daily tutoring and homework support as well as after school enrichment

## 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	Email
Clements, Jessica	Principal	c.clements@pcsb.org
Simmons, Keosha	Assistant Principal	c.simmons@pcsb.org
stoufer, Tiffany	Teacher, ESE	tiffany.stoufer@windsorprep.org
McDonald, Brittany	Teacher, K-12	brittany.mcdonald@windsorprep.org
Wilcox, Marjorie	Teacher, K-12	marjorie.wilcox@windsorprep.org
Coleman, sara	Teacher, K-12	c.colemans@pcsb.org
Iliff, Kelly	Teacher, K-12	c.iliff@pcsb.org
Gray, Ashley	Teacher, K-12	c.graya@pcsb.org
Cannata, Abby	Teacher, K-12	c.cannata@pcsb.org
Mosall, Lisa	Administrative Support	c.mosall@pcsb.org

#### Duties

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

Each member on the SBLT serves as a valuable resource to the team. The SBLT consists of administration, ESE, Gifted, and one teacher from each grade level. This team meets on a regular basis to determine the following: evaluate student progress, learning and instructional delivery, facilitates communication within the professional learning community, builds the capacity of the school to address parent and staff concerns, advances policies and procedures that enhance achievement and meet educational, safety and parent involvement goals, monitors, assesses and amends the School Improvement Plan.

***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***

The SBLT meets one time per week focusing on Math, ELA, Science and Behavior. The SBLT will monitor the following: learning expectations, review available data, make connection for establishing goal for improving student achievement, establish curriculum benchmarks, discuss formative, interim and summative assessment strategies.

The persons that make up the SBLT are :

Jessica Clements- Principal, Keosha Simmons- Assistant Principal, Tiffany Stoufer- ESE and Gifted Specialist, Lisa Mosall, Administrative Support, Sara Coleman- Team Lead Kindergarten, Ashley Gray- Team Lead First Grade, Abby Cannata- Team Lead Second Grade, Kelly Iliff- Team Lead Third Grade, Marjorie Wilcox- Team Lead Fourth and Fifth grade.

The SBLT is comprised of the duties listed below which support the function and purpose of the team.

Recorder- Records basic ideas and documents decisions and actions as facilitator paraphrases.

Records publicly so group can see running notes.

Timekeeper- Monitors time spent on each agenda item and signals group when running over and nearing the end of the meeting.

Facilitator - Remains neutral to content and clarifies role when switching to advocate. Keeps group on task. Directs processes. Encourages balanced participation. Protects participants and ideas from attack. Contributes to agenda planning.

Data Point Person-Uses data tools to support the work of school and teacher teams. Compiles data and

provides preliminary analysis to team members prior to team meetings. Is familiar with assessment tools and student data including assessment results, attendance, and behavior. Supports other users in their assessment literacy. Supports teacher teams in their use of data.

External Communicator-Works with the principal to implement systems for two-way communication between parents/community members and the SBLT

### Literacy Leadership Team (LLT)

Meets the requirements of Rule 6A-6.053(3), F.A.C.

#### Membership

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

Name	Title	Email
Clements, Jessica	Principal	c.clements@pcsb.org
Simmons, Keosha	Assistant Principal	c.simmons@pcsb.org
Cannata, Abby	Teacher, K-12	c.cannata@pcsb.org
Coleman, sara	Teacher, K-12	c.colemans@pcsb.org
Gray, Ashley	Teacher, K-12	c.graya@pcsb.org
Iliff, Kelly	Teacher, K-12	c.iliff@pcsb.org
McDonald, Brittany	Teacher, K-12	brittany.mcdonald@windsorprep.org
stoufer, Tiffany	Teacher, K-12	tiffany.stoufer@windsorprep.org
Wilcox, Marjorie	Teacher, K-12	marjorie.wilcox@windsorprep.org

#### Duties

##### *Describe how the LLT promotes literacy within the school*

The LLT is a collaborative team that encourages a literate climate to support effective teaching and learning. The LLT has a role in determining the vision and the implementation plan, and each member bringing

specific expertise to building the culture of literacy in the school. The LLT builds in time and opportunities for professional development the support the vision of the school. The members of the LLT evaluate the overall effectiveness of the curriculum and assessments and determine how they align to the school's goals

#### 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**

Windsor Prep currently implements routine PLC meetings as well as grade level meeting. Teachers are provided with the requirements for the meetings, submit notes, and plan for instruction based on data and student needs. The teachers have roles that are followed during their meetings. Each team member has a responsibility to contribute to the meeting.

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

Teachers and staff of Windsor Prep are recruited through the use on the Pinellas County Schools employment site. Windsor offer teachers a comparable salary as they would make in a district school as well as bonus pay that is aligned to student performance.

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

Windsor Prep currently has a teacher mentorship program in place. This program is designed to support newer teachers not only to the profession but also to Windsor Prep. New teachers are paired with a veteran teachers and the following is outlined as a part of the mentor program.

The Teacher Mentor will :

- \*To listen
- ?\* To be available for support
- ? \*To establish lines of communication
- ?\* To support the incoming teacher as advocate and professional confidant
- ?\* To schedule and meet with the mentee monthly (or more often, as necessary) at a time and place mutually agreed upon in the Mentor-Mentee Contract?
- ? \*To help the mentee understand the organizational culture
- ? \*To guide the new person in lesson plan and grade book procedures
- ? \*To familiarize the new person with available resources
- ?\* To share personal experiences and insights that may benefit the new teacher
- ? \*To help the new teacher set realistic goals and targets that will impact student learning

The Mentee will:?

- ? \* ask questions, exchange ideas, and seek advice and information from the mentor
- ? \* meet with the mentor at least once a month (or more), at scheduled times throughout the year, as agreed upon by both parties
- ? \* discuss in detail with the mentor the monthly issues in the Mentoring Program

**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***

Windsor Prep Academy currently implements the Florida Standards as outlined by our school district. Windsor Prep revamped its curriculum to ensure that all are aligned to Pinellas County Schools. This not only ensures that Windsor is using the most up to date and appropriate curriculum for our students, but also allows our staff the opportunity to attend professional development that is offered in the district. Additionally, there are many online resources, calendars and curriculum guides that are



utilized at Windsor Prep that are also utilized in Pinellas. Windsor Prep administration and staff also regularly attend professional development that is designed to support the latest Florida Standards and provide assistance to teachers with effective implementation.

### **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***

Windsor Prep currently evaluates all data on a regular basis in order to make informed decision on instruction. Windsor conducts regular data chats to determine how to best meet the needs of the students. Teachers are provided with professional development on how to differentiate instruction and how it should look in the classroom. Additionally, teachers are provided professional development on the resources that are available to them and the proper materials for each tier of intervention. Each day, students receive instruction in math intensive as well as reading intensive, . Additional support is provided to the classroom teachers through a intervention teacher. Students are monitored during these intervention times to determine effectiveness of instruction.

***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 type: Extended School Day**

**Minutes added to school year: 12,000**

#### ***Strategy Purpose(s)***

- Core Academic Instruction

#### ***Strategy Description***

Windsor Prep currently operates an additional 300 minutes per week than other schools

#### ***Strategy Rationale***

To provide students with exposure to a well balanced educational environment that incorporates core academics and enrichment

#### ***Person(s) responsible for monitoring implementation of the strategy***

Clements, Jessica, c.clements@pcsb.org

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

Data that is collected via formal and informal observations and progress monitoring of lower performing students.

### **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***

Kindergarten teachers will hold an orientation for incoming student and their parents prior to the beginning of the school year. Incoming Kindergarten students and parents do a walk through a mock schedule and day for a student. Teachers provide information on : homework, academics and end of the year expectations.

### **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*

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

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

*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), F.S*

### **Needs Assessment**

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

## School Improvement Goals

### Goals Summary

- G1.** By June 2015, all students at Windsor Prep in grades 3-5 will meet or exceed the district's average in proficiency in English Language Arts ( was 57% in English 2013-2014) In support of this goal, ELA learning gains will be above the district both overall ( was 64% in 2013-2014) and for the low 25% group ( was 59% in 2013-2014)
  
- G2.** By June 2015, Windsor Prep will increase proficiency in Mathematics to meet or exceed the districts average. In support of this goal, learning gains will be above the district average both overall( 65% in 2013-2014) and for the Low 25% ( was 59% in 2013-2014)
  
- G3.** To Increase the percentage of students proficient in Science as measured by the FCAT 2.0 Science assessment. Students will meet or exceed the district average of proficiency(55% for 5th grade in 2013-2014)

### Goals Detail

**G1.** By June 2015, all students at Windsor Prep in grades 3-5 will meet or exceed the district's average in proficiency in English Language Arts ( was 57% in English 2013-2014) In support of this goal, ELA learning gains will be above the district both overall ( was 64% in 2013-2014) and for the low 25% group ( was 59% in 2013-2014)

#### Targets Supported

Indicator	Annual Target
Reading % making learning gains	70.0
Reading % in lowest 25% making learning gains	75.0

#### Resources Available to Support the Goal

- curriculum guide
- new standards
- revision of ELA block
- New textbook adoption

#### Targeted Barriers to Achieving the Goal

- Lack of differentiated instruction

<i>Plan to Monitor Progress Toward the Goal</i>	
The data that will be collected and reviewed throughout the year to determine progress toward the goal is ELA assesments, FAIR assessments and progress monitoring	
<b>Person Responsible</b>	
<b>Schedule</b>	Biweekly, from 08/18/2014 to 06/01/2015
<b>Evidence of Completion</b>	The evidence that will be collected to demonstrate the goal is being monitored is data

**G2. By June 2015, Windsor Prep will increase proficiency in Mathematics to meet or exceed the districts average. In support of this goal, learning gains will be above the district average both overall( 65% in 2013-2014) and for the Low 25% ( was 59% in 2013-2014)**

**Targets Supported**

<b>Indicator</b>	<b>Annual Target</b>
Students making math learning gains	75.0
Florida Standards Assessment (FSA) Mathematics proficiency rate	45.0
Students in lowest 25% making math learning gains	75.0

**Resources Available to Support the Goal**

- New textbook adoption
- intervention program
- District Professional Development
- Assessments
- Math Intervention Staff
- 

**Targeted Barriers to Achieving the Goal**

- Lack of Differentiated Instruction

<b><i>Plan to Monitor Progress Toward the Goal</i></b>	
Assessments that are conducted throughout the year will be used to determine the progress made toward the goal	
<b><i>Person Responsible</i></b>	
<b><i>Schedule</i></b>	Monthly, from 08/18/2014 to 06/01/2015
<b><i>Evidence of Completion</i></b>	The evidence that will be collected to demonstrate the goal is being monitored will be the results from each assessment

**G3. To increase the percentage of students proficient in Science as measured by the FCAT 2.0 Science assessment. Students will meet or exceed the district average of proficiency(55% for 5th grade in 2013-2014)**

**Targets Supported**

Indicator	Annual Target
FCAT 2.0 Science % Proficient	70.0

**Resources Available to Support the Goal**

- Newly Updated Curriculum
- Professional Development
- curriculum guide

**Targeted Barriers to Achieving the Goal**

- Lack of content knowledge

<i>Plan to Monitor Progress Toward the Goal</i>	
The data that will be collected throughout the year to determine if progress is being made is the common assessments and FCAT	
<b>Person Responsible</b>	
<b>Schedule</b>	Monthly, from 08/18/2014 to 06/01/2015
<b>Evidence of Completion</b>	The evidence that will be collected to demonstrate the goals is being monitored and if progress is being made is analyzing the data we receive from these assessments

**Action Plan for Improvement of SIG-Targeted Schools**

**Problem Solving Key**

G = Goal

B = Barrier

S = Strategy

**G1.** By June 2015, all students at Windsor Prep in grades 3-5 will meet or exceed the district's average in proficiency in English Language Arts ( was 57% in English 2013-2014) In support of this goal, ELA learning gains will be above the district both overall ( was 64% in 2013-2014) and for the low 25% group ( was 59% in 2013-2014)

**G1.B1** Lack of differentiated instruction

**G1.B1.S1** Provide consistent and ongoing PD and instructional support through modeling and coaching to ensure differentiated instruction is implemented

**Strategy Rationale**

To ensure differentiated instruction is taking place in the classroom

<b>Action Step 1</b>	
Use formative assessments to provide instruction that is differentiated.	
<b>Focus</b>	District-wide
<b>Person Responsible</b>	Jessica Clements
<b>Schedule</b>	Quarterly, from 09/08/2014 to 06/01/2015
<b>Evidence of Completion</b>	Formal/Informal Observations

<b>Action Step 2</b>	
Provide Professional Development that supports effective instruction	
<b>Focus</b>	District-wide
<b>Person Responsible</b>	Jessica Clements
<b>Schedule</b>	Quarterly, from 09/01/2014 to 06/01/2015
<b>Evidence of Completion</b>	Proof of Professional Development

<b>Action Step 3</b>	
Use diagnostic information from state, county or school assessments to identify and address the instructional needs of students.	
<b>Focus</b>	District-wide
<b>Person Responsible</b>	
<b>Schedule</b>	Monthly, from 09/01/2014 to 06/01/2015
<b>Evidence of Completion</b>	PLC Meeting Minutes

<b>Action Step 4</b>	
Provide intervention for at risk students	
<b>Focus</b>	District-wide
<b>Person Responsible</b>	
<b>Schedule</b>	Daily, from 08/18/2014 to 06/01/2015
<b>Evidence of Completion</b>	PLC Meeting Minutes and data analysis

<b>Action Step 5</b>	
Conduct Classroom Walk through to focus on instruction and learning	
<b>Focus</b>	District-wide
<b>Person Responsible</b>	Jessica Clements
<b>Schedule</b>	Weekly, from 08/18/2014 to 06/01/2015
<b>Evidence of Completion</b>	Analyze the data collected via the walk thru. Share data to with faculty to focus on improvement and a plan of action

<b>Plan to Monitor Fidelity of Implementation of G1.B1.S1</b>	
Formal and Informal Observations	
<b>Person Responsible</b>	Jessica Clements
<b>Schedule</b>	Weekly, from 08/18/2014 to 06/01/2015
<b>Evidence of Completion</b>	Data collected via the walk thru to continue to improve

<b>Plan to Monitor Effectiveness of Implementation of G1.B1.S1</b>	
Implement Professional development calendar and IPDP for staff	
<b>Person Responsible</b>	Jessica Clements
<b>Schedule</b>	Monthly, from 08/18/2014 to 06/01/2015
<b>Evidence of Completion</b>	Collect notes from PLC meeting minutes , review IPDP with staff

<b>Plan to Monitor Effectiveness of Implementation of G1.B1.S1</b>	
Implement instructional coaching and modeling for teachers	
<b>Person Responsible</b>	Keosha Simmons
<b>Schedule</b>	Weekly, from 08/11/2014 to 06/01/2015
<b>Evidence of Completion</b>	Documentation of coaching support provided by coach, lesson plans and notes from teachers showing implementation of instructional recommendations.

**G2.** By June 2015, Windsor Prep will increase proficiency in Mathematics to meet or exceed the districts average. In support of this goal, learning gains will be above the district average both overall( 65% in 2013-2014) and for the Low 25% ( was 59% in 2013-2014)

**G2.B3 Lack of Differentiated Instruction**

**G2.B3.S2 Provide Instructional modeling and coaching to model differentiated instruction**

**Strategy Rationale**

To support teachers by ensuring differentiated instruction is implemented accurately

<b>Action Step 1</b>	
Provide daily differentiated small group instruction based on the assessed needs of students	
<b>Focus</b>	District-wide
<b>Person Responsible</b>	Keosha Simmons
<b>Schedule</b>	Daily, from 08/18/2014 to 06/01/2015
<b>Evidence of Completion</b>	Formal and informal observations data

<b>Action Step 2</b>	
Provide supplemental support for struggling students	
<b>Focus</b>	District-wide
<b>Person Responsible</b>	Keosha Simmons
<b>Schedule</b>	Daily, from 08/18/2014 to 06/01/2015
<b>Evidence of Completion</b>	Utilize assessment data to determine needs of students

<b>Plan to Monitor Fidelity of Implementation of G2.B3.S2</b>	
Formative Strategies used to engage and scaffold learning	
<b>Person Responsible</b>	Keosha Simmons
<b>Schedule</b>	Daily, from 08/18/2014 to 06/01/2015
<b>Evidence of Completion</b>	Lesson plans and walk through

<b>Plan to Monitor Effectiveness of Implementation of G2.B3.S2</b>	
Regular walk through/ analysis of lessons/ analysis of teaching	
<b>Person Responsible</b>	Jessica Clements
<b>Schedule</b>	Weekly, from 08/18/2014 to 06/01/2015
<b>Evidence of Completion</b>	Walk through data and lesson plans



**G3. To increase the percentage of students proficient in Science as measured by the FCAT 2.0 Science assessment. Students will meet or exceed the district average of proficiency(55% for 5th grade in 2013-2014)**

**G3.B4 Lack of content knowledge**

**G3.B4.S1 Provide professional development that focuses on science content area**

**Strategy Rationale**

to increase teachers knowledge of science expectations

<b>Action Step 1</b>	
Provide professional development that provides teacher with content and expectations as they relate to science	
<b>Focus</b>	District-wide
<b>Person Responsible</b>	Jessica Clements
<b>Schedule</b>	Semiannually, from 08/18/2014 to 06/01/2015
<b>Evidence of Completion</b>	

<b>Plan to Monitor Fidelity of Implementation of G3.B4.S1</b>	
Conduct routine class walk through	
<b>Person Responsible</b>	Jessica Clements
<b>Schedule</b>	Daily, from 08/18/2014 to 06/01/2015
<b>Evidence of Completion</b>	Classroom walk through data, lesson plans, and science assessment results

<b>Plan to Monitor Effectiveness of Implementation of G3.B4.S1</b>	
Formal and Informal Observations/ Review of lessons/	
<b>Person Responsible</b>	Jessica Clements
<b>Schedule</b>	Quarterly, from 08/18/2014 to 06/01/2015
<b>Evidence of Completion</b>	Formal and informal classroom walk through data/ lesson plans

## Professional Development

**For each professional development activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information:**

Professional Development Table coming soon

**Technical Assistance**

**For each technical assistance activity identified in Part II as a strategy to eliminate or reduce a barrier to a goal, provide the following information:**

Technical Assistance Table coming soon

## Budget Rollup

**Budget summary data as entered into the Problem Solving section of this plan:**

Budget Rollup Table coming soon

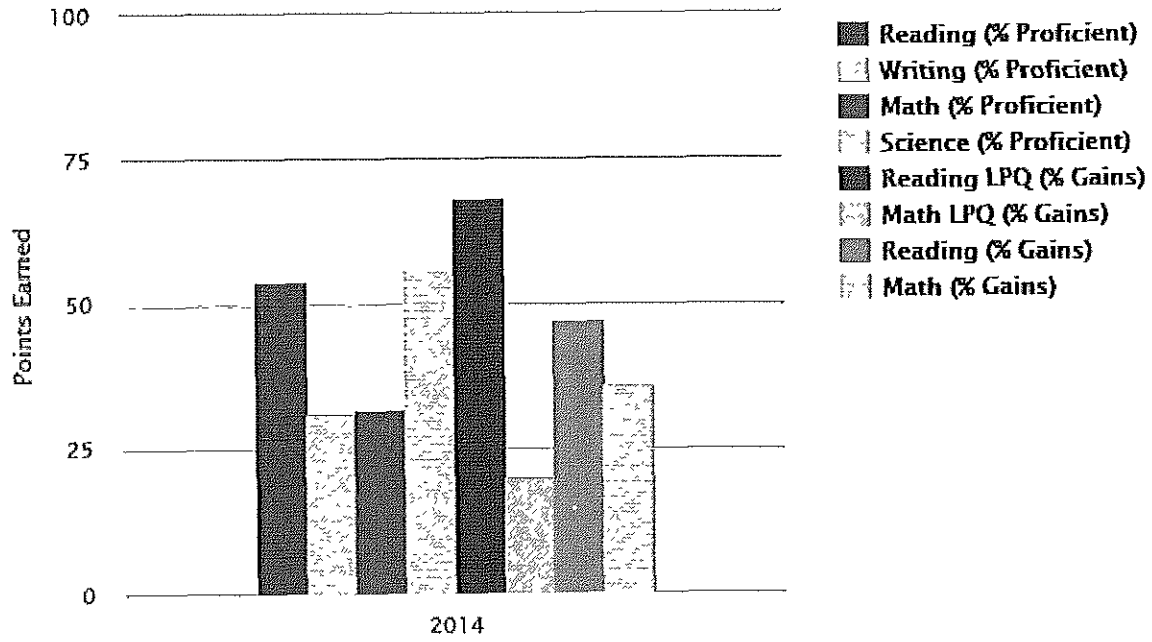


**WINDSOR**  
PREPARATORY ACADEMY

**FCAT Data**

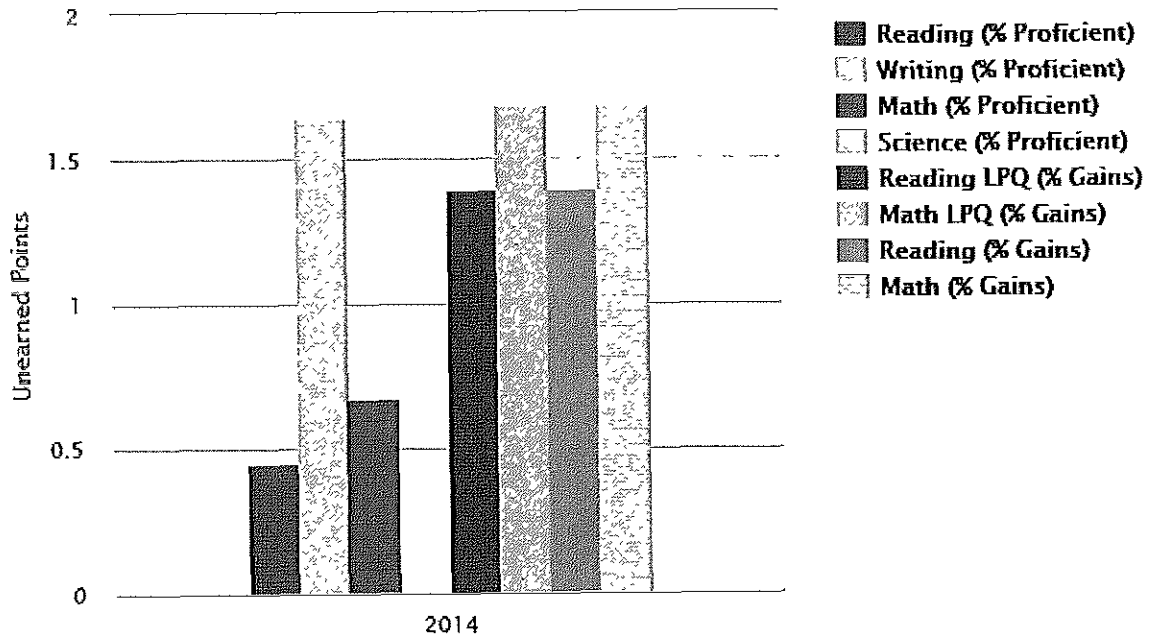
## Total Earned Points by Grading Formula Cell

7301 – Windsor Charter School



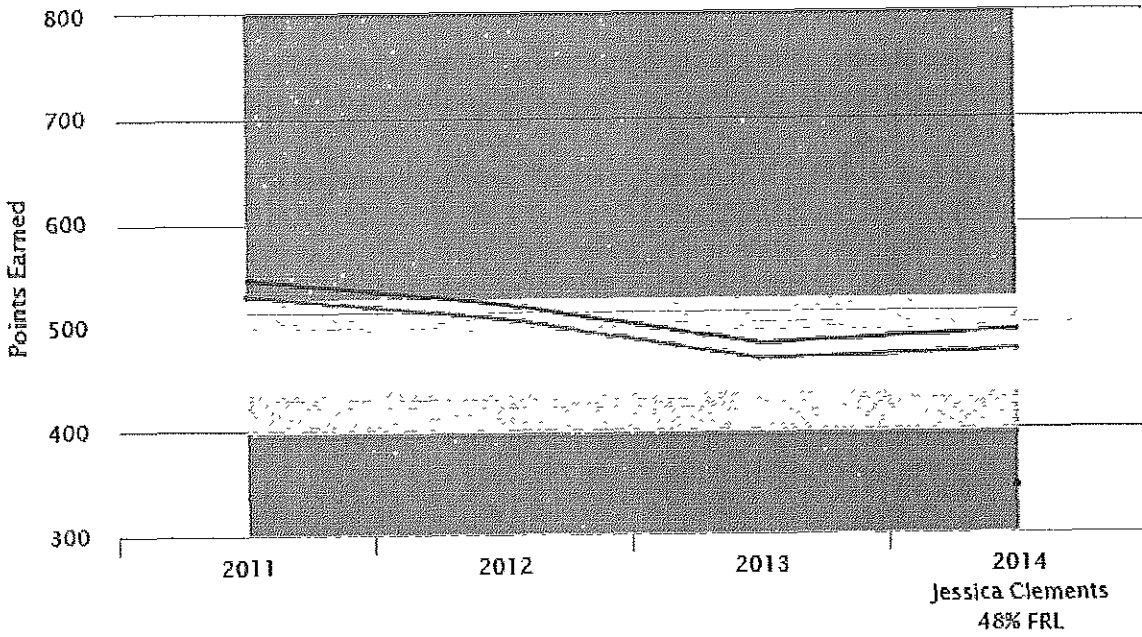
## Unearned Points By Student

7301 – Windsor Charter School



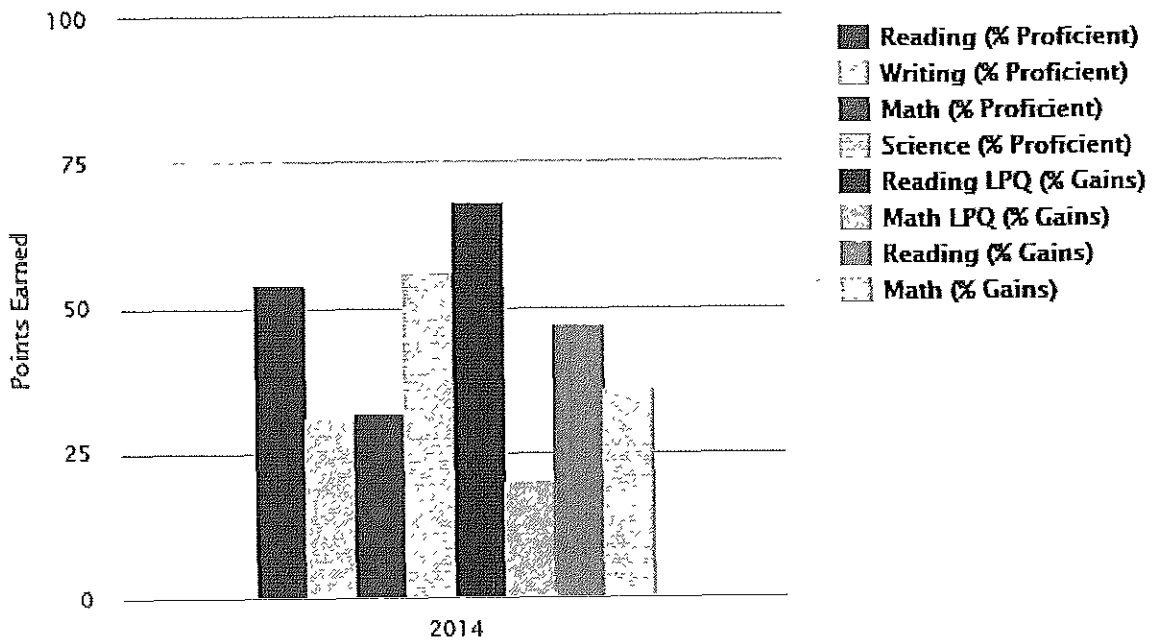
# Florida School Accountability Results

7301 - Windsor Charter School



## Total Earned Points by Grading Formula Cell

7301 - Windsor Charter School



## Analysis of the Data:

In 2013-2014, our third grade students scoring proficiency in FCAT Reading was at 57% percent and our fourth grade student proficiency was at 47%. Our fourth grade proficiency scores on the writing assessment were 29%.

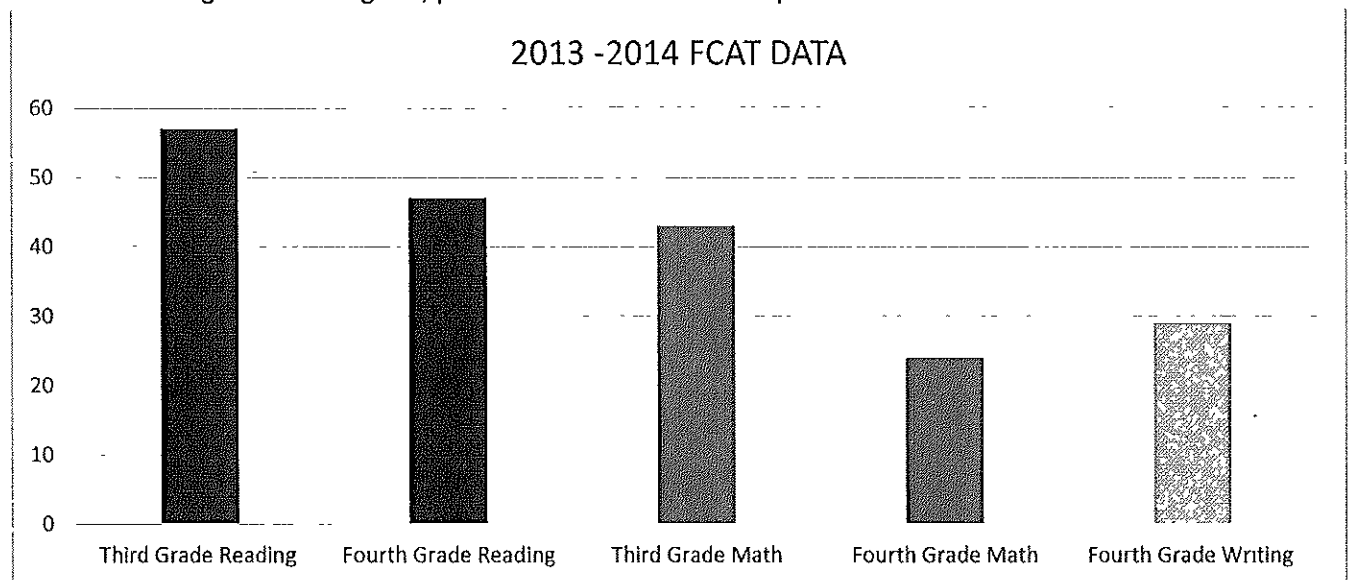
For Math in 2013-2014, third grade students scored 43% proficient and fourth grade students scored 24% proficient.

In 2012-2013, our third grade students scoring proficiency in Reading was 56% and for Math, our third grade Windsor had 19% of the third grade students scoring proficiency on the FCAT.

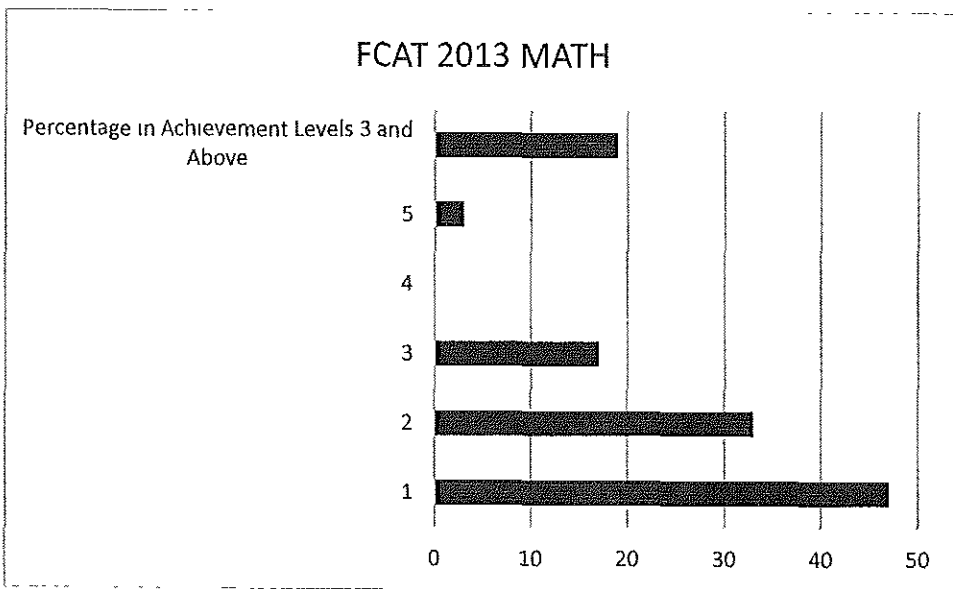
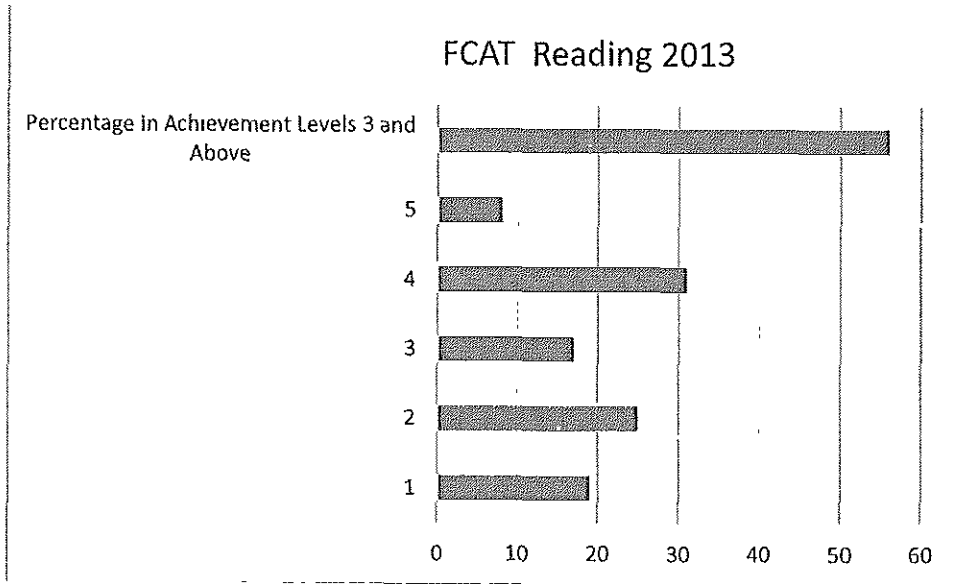
For English Language Arts, our goal is to meet or exceed the districts average in proficiency in English Language Arts. Additionally, our learning gains for ELA will be above the district both for overall as well as for the lowest 25%. Windsor's target for the percentage of students making learning gains in ELA for 2014-2015 is 70%. Our target for the percentage of students making learning gains for the lowest 25% is 75%.

For Math, our goal is for Windsor Prep students to increase their mathematics proficiency to meet or exceed the districts average. In support of this goal, we will have 75% of our students making learning gains in Mathematics and our students in the lowest 25% will make 75% gains.

In order to support the English Language Arts and Math goals, we have implemented the following: updated our curriculum and provided initial and ongoing professional development to our staff, purchased iReady as a curriculum resource for students needing intervention, hired additional intervention staff that can address student areas of concern, conduct frequent leadership meetings to Windsor will conduct frequent data chats and conduct an analysis of assessment data on a regular basis. Teachers will utilize data results to drive instruction. To see specific implementation strategies as the relate to working toward our goals, please refer to the School Improvement Plan.







**ELA Goal**

By June 2015, all students at Windsor Prep in grades 3-5 will meet or exceed the district's average in proficiency in English Language Arts ( was 57% in English 2013-2014 In support of this goal, ELA learning gains will be above the district both overall ( was 64% in 2013-2014) and for the low 25% group ( was 59% in 2013-2014)

**Math Goal**

By June 2015, Windsor Prep will increase proficiency in Mathematics to meet or exceed the districts average. In support of this goal, learning gains will be above the district average both overall (65% in 2013-2014) and for the Low 25% (was 59% in 2013-2014)

## **Science Goal**

To Increase the percentage of students proficient in Science as measured by the FCAT 2.0 Science assessment. Students will meet or exceed the district average of proficiency (55% for 5th grade in 2013-2014)

## School Level Report: PINELLAS

**You selected:**

**Districts:** PINELLAS, **Years:** 2014

**Grades:** 3, 4, 5, **Subjects:** Reading, Mathematics, Science and Writing

Modify Selections

The table below provides School performance data for FCAT 2.0 Reading, Mathematics, Science and Writing. The data in this table represent the percentage of students performing at a satisfactory level and above as determined by the passing standards established by the State Board of Education on January 21, 2014, which are consistent with the standards used for school grading for each subject area. The percentage of students scoring Achievement Level 3 and above is provided for FCAT 2.0 Reading, Mathematics, and Science. The policy definitions and scale score ranges for the FCAT 2.0 Achievement Levels may be accessed at <http://fcat.fldoe.org/fcat2/pdf/achlevel.pdf>. The percentage of students scoring 3.5 and above is provided for FCAT 2.0 Writing. Results for FCAT 2.0 Writing are reported on a scale of 1.0 (lowest) to 6.0 (highest). Two trained scorers independently score each student response. The score reported is the average of both scorers' scores.

School Percentage Passing (Satisfactory and Above)				
Grade Level	Reading (Achievement Level 3 and Above)	Mathematics (Achievement Level 3 and Above)	Science (Achievement Level 3 and Above)	Writing Essay (3.5 and Above)
	2014	2014	2014	2014
<b>Pinellas</b>				
<b>WINDSOR CHARTER SCHOOL (7301)</b>				
3	57	43	NA	NA
4	47	24	NA	29

+Indicates data are not available at this time.

Note: NA indicates the FCAT 2.0 was not given that year or is not administered for the selected grade level.

Note: The Spring 2011 FCAT 2.0 Reading and Mathematics and Spring 2012 FCAT 2.0 Science scores were reported as FCAT Equivalent Scores in order to maintain consistent expectations for student performance during the transition year. FCAT Equivalent Scores for these years have been converted to the established FCAT 2.0 scales and are provided in this database so that

stakeholders and the general public are able to see what the scores would have been if the established score scales and Achievement Levels had been approved and implemented at that time.

Note: 2012 FCAT Writing data are provided in this database because the scoring standards were the same in 2012 as in 2013 and 2014; however, caution should be used when comparing 2013 and 2014 results to 2012 results as students had 60 minutes to take the test in 2013 and 2014 and 45 minutes to take the test in 2012. Additionally, in 2012, the standard used for the writing component of school grades was the percentage of students scoring 3.0 and above. The percentage of students scoring 3.5 and above in 2012 is provided so stakeholders may determine performance in 2012 for the current standard.

The table below provides the School Mean Scores for FCAT 2.0 Reading, Mathematics, Science and Writing. FCAT 2.0 Reading, Mathematics, and Science are reported by scale scores. The scale score ranges for each Achievement Level may be accessed at <http://fcap.fldoe.org/fcat2/pdf/achlevel.pdf>. For FCAT 2.0 Reading and Mathematics, the scale score is also called a Developmental Scale Score, which is a type of score used to determine a student's annual progress from grade to grade. Results for FCAT 2.0 Writing are reported on a scale of 1.0 (lowest) to 6.0 (highest). Two trained scorers independently score each student response. The score reported is the average of both scorers' scores.

School Mean Scores				
Grade Level	Reading	Mathematics	Science	Writing Essay
	2014	2014	2014	2014
<b>Pinellas</b>				
<b>WINDSOR CHARTER SCHOOL (7301)</b>				
3	200	196	NA	NA
4	208	200	NA	3.0

+Indicates data are not available at this time.

Note: NA indicates the FCAT 2.0 was not given that year or is not administered for the selected grade level.

Note: The Spring 2011 FCAT 2.0 Reading and Mathematics and Spring 2012 FCAT 2.0 Science scores were reported as FCAT Equivalent Scores in order to maintain consistent expectations for student performance during the transition year. FCAT Equivalent Scores for those years have been converted to the established FCAT 2.0 scales and are provided in this database so that stakeholders and the general public are able to see what the scores would have been if the established score scale and Achievement Levels had been approved and implemented at that time.

Note: 2012 FCAT Writing data are provided in this database because the scoring standards were the same in 2012 as in 2013 and 2014; however, caution should be used when comparing 2013

and 2014 results to 2012 results as students had 60 minutes to take the test in 2013 and 2014 and 45 minutes to take the test in 2012.

The table below provides the School average FCAT 2.0 Developmental Scale Score (DSS) in Reading and Mathematics and the change in DSS score since last year. The DSS is a score used to determine a student's annual progress from grade to grade. The FCAT 2.0 Developmental Score Scale for Reading ranges from 140 to 302 across grades 3 through 10 and Mathematics ranges from 140 through 298 across grades 3 through 8.

School - Mean Developmental Scale Score (DSS)								
Grade Level	Reading Scores				Mathematics Scores			
	% of Students Matched to 2013	Mean DSS (Matched Students 2014)	Mean DSS (Matched Students 2013)	Mean DSS Change for Matched Students	% of Students Matched to 2013	Mean DSS (Matched Students 2014)	Mean DSS (Matched Students 2013)	Mean DSS Change for Matched Students
Pinellas								
WINDSOR CHARTER SCHOOL (7301)								
4	80	207	201	6	76	202	193	9

Note: Matched DSS data cannot be generated for grade 3 because it is the first year that students take the FCAT 2.0.

Note: NA indicates the FCAT 2.0 was not given that year or is not administered for the selected grade level.

The tables below provide a School summary of FCAT 2.0 Reading, Mathematics, Science and Writing. For FCAT 2.0 Reading, Mathematics, and Science, the percentage of students scoring in each Achievement Level is provided. Level 5 is the highest and Level 1 is the lowest; Level 3 indicates satisfactory performance. The State Board of Education has established the minimum score in Achievement Level 3 as the passing score for FCAT 2.0 Reading, Mathematics, and Science. The policy definitions and scale score ranges for the FCAT 2.0 Achievement Levels may be accessed at <http://fcat.fldoe.org/fcat2/pdf/achlevel.pdf>. For FCAT 2.0 Writing, the percentage of students scoring each score point is provided, with a score point of 1.0 being the lowest and a score point of 6.0 being the highest. Two trained scorers independently score each student response. The score reported is the average of both scorers' scores. The State Board of Education has established a score of 3.5 as the passing score for FCAT 2.0 Writing.

School Summary of Students Tested		
Grade 3		
Reading Scores		
	Percentage of Students by Achievement Level	Mean Points Earned by Reporting Category ±

Year	Students Tested	Mean Developmental Scale Score	1	2	3	4	5	Percentage Passing (Level 3 and Above)**	Cat. 1	Cat. 2	Cat. 3	Cat. 4
<b>Pinellas</b>												
<b>WINDSOR CHARTER SCHOOL (7301)</b>												
2013	36	201	19	25	17	31	8	56	6	11	9	5
2014	67	200	15	28	22	28	6	57	6	11	9	5
2014	Reading Points Possible: Grade 3								8	17	12	8
<b>Grade 3</b>												
<b>Mathematics Scores</b>												
			Percentage of Students by Achievement Level					Mean Points Earned by Reporting Category ‡				
Year	Students Tested	Mean Developmental Scale Score	1	2	3	4	5	Percentage Passing (Level 3 and Above)**	Cat. 1	Cat. 2	Cat. 3	Cat. 4
<b>Pinellas</b>												
<b>WINDSOR CHARTER SCHOOL (7301)</b>												
2013	36	186	33	47	17	0	3	19	14	3	7	NA
2014	67	196	22	34	21	18	4	43	15	5	8	NA
2014	Mathematics Points Possible: Grade 3								21	10	13	NA
<b>Grade 4</b>												
<b>Reading Scores</b>												
			Percentage of Students by Achievement Level					Mean Points Earned by Reporting Category ‡				
Year	Students Tested	Mean Developmental Scale Score	1	2	3	4	5	Percentage Passing (Level 3 and Above)**	Cat. 1	Cat. 2	Cat. 3	Cat. 4
<b>Pinellas</b>												
<b>WINDSOR CHARTER SCHOOL (7301)</b>												
2014	45	208	20	33	9	36	2	47	6	9	7	7
2014	Reading Points Possible: Grade 4								9	14	11	11

Grade 4															
Mathematics Scores															
			Percentage of Students by Achievement Level							Mean Points Earned by Reporting Category ‡					
Year	Students Tested	Mean Developmental Scale Score	1	2	3	4	5	Percentage Passing (Level 3 and Above)**	Cat. 1	Cat. 2	Cat. 3	Cat. 4			
Pinellas															
WINDSOR CHARTER SCHOOL (7301)															
2014	45	200	49	27	16	4	4	24	11	5	5	NA			
2014	Mathematics Points Possible: Grade 4							18	10	12	NA				
Grade 4															
Writing Scores															
			Percentage of Students by Score Point												
Year	Students Tested	Mean Score	U	1.0	1.5	2.0	2.5	3.0	3.5	4.0	4.5	5.0	5.5	6.0	Percentage Passing (3.5 and Above)**
Pinellas															
WINDSOR CHARTER SCHOOL (7301)															
2014	45	3.0	0	4	0	18	7	42	2	24	2	0	0	0	29