

St. Lucie Public Schools

Windmill Point Elementary School



2015-16 School Improvement Plan

Windmill Point Elementary School

700 SW DARWIN BLVD, Port St Lucie, FL 34953

<http://www.stlucie.k12.fl.us/wmp>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	76%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	64%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	C	D	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the St. Lucie County School Board.

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 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

Windmill Point Elementary promises to nurture a positive school culture and to ensure academic excellence by preparing students for college and career readiness through the fostering of self-confidence, instillation of responsibility, and development of leadership skills.

Provide the school's vision statement

Upon entering Windmill Point Elementary, you are met with a warm and inviting environment. When you enter our school, you are welcomed by faculty and staff members. As you walk the halls, you hear the chatter of children excitedly discussing the day's assignments. Glancing around, you notice authentic work that students have chosen to display. It is apparent that students feel secure and comfortable at Windmill Point.

As you continue roaming through Windmill Point, you observe that everyone in the school believes it is important to discover what motivates children. Administration, faculty, and staff work collegiality to design engaging work for students. Teachers are guided by their grade level scope and sequence and have a clear understanding of what students should know and be able to do. They use data from a variety of assessments, including engagement surveys, to guide instruction for each individual child. Faculty and staff strive to meet high expectations. They are lifelong learners and model this behavior for students. Teachers eagerly implement innovative ideas in their classroom and often share results with colleagues, parents, and community members.

Continuing your journey through our school, you see evidence of parent and community involvement. At Windmill Point Elementary, these citizens serve as partners in educating children. The community volunteers are valuable resources that are utilized to provide rich and authentic learning experiences for children. Administrators, teachers, and staff create opportunities for parental and community involvement to promote student achievement. All of the Windmill Point family is involved in the school decision making process, focusing on every aspect of the child's education.

Windmill Point Elementary is a unique school where everyone works together and supports one another. The ultimate goal is the continuous improvement of students, teachers, staff, and community partners as an integral part of our students' education.

School Environment

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

Windmill Point prides itself on being a Kids at Hope school. In being a Kids at Hope all of our teachers have received training in how to learn about students' backgrounds, cultures, talents, and skills. They are also trained in how to use that information to meet the students' educational, emotional, and social needs by building on their background and culture.

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

As part of being a Kids at Hope school, each student is expected to designate an "ACE" which is a caring adult on campus who the student has identified as someone they can trust and connect with. Teachers and staff are trained in what it means to be an ACE and how to build relationships with students. Additionally, our school utilizes the PBIS model for maintaining school-wide rules and expectations. In using this model students are frequently recognized for following expectations

through verbal praise and token praise. These school-wide expectations also keep students safe and clear procedures have been established when behavior rises to a level of making other students unsafe. Teachers and staff are trained annually to recognize bullying and harassment type behaviors and a clear process has been established for students and adults to use when they feel they are being bullied or harassed on campus.

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

Windmill Point uses PBIS for school-wide rules and expectations and CHAMPS for establishing routines in the classroom. Our school-wide expectations are ROAR: Respect others, Obey Safety Rules, Act Responsibly, Ready to Learn. Training was provided at the beginning of the school year with all teachers creating their classroom management plan as the final product from the training. Ongoing training is provided to teachers to ensure rules and expectations are enforced fairly and consistently. Specific behaviors have been identified as either classroom managed behaviors or office managed behaviors. When a student exhibits a behavior which is something handled by the classroom teachers, the classroom management plan is used to determine specific consequences for behaviors which have been clearly communicated to both students and parents. Teachers also use a Behavior Incident Reporting System to document and track frequently occurring classroom behaviors. When an office managed behavior occurs and specific process has been outlined for teachers to report the behavior using an office discipline referral for the school administrators to resolve. Additionally, a PBIS committee meets once a month to review behavioral data to determine what changes and/or additional training needs to occur. The focus of the PBIS school-wide expectations is always on educating a child to ensure they are taught and understand the rules and expectations.

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

Our school provides various social skills and counseling services to students as the need arises. The guidance counselor at our school coordinates these services and provides counseling for students. Our school has a High Hopes group for students who are struggling through the divorce of a parent. There are also Big Brothers Big Sisters mentors who come on campus through and agency match to mentor students. Many outside counseling agencies are provided a location on campus to provide services during the school day. In addition to providing counseling and social skills when needed, the guidance counselor also works with parents to identify available services for students and families in need.

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

At Windmill Point, in order to bring attention to the early warning systems and the supports that we may implement to combat the increase in dropout rates within the district, we will provide supports to include but not limited to: counseling, mentoring, small learning communities, and partnerships between our feeder middle schools and high schools for our transitioning elementary students.

1. School-wide supports will provide students with consistent attention to their progress and support at critical junctures. Such strategies can include fifth-grade transition strategies, strong behavior and attendance policies, or school wide incentives for meeting certain goals.

2. Supports for groups of students who struggle with similar challenges can include focusing on certain subject areas, creating smaller learning communities, instituting mentor programs to allow

teachers more time to interact with individual students.

3. Intensive or personalized supports may include individual counseling, tutoring, behavior contracts or checklists, or the involvement of parents, social workers or psychologists

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	
Attendance below 90 percent	1	21	21	18	14	12	87
One or more suspensions	0	4	4	8	6	10	32
Course failure in ELA or Math	0	0	0	0	35	15	50
Level 1 on statewide assessment	0	0	0	0	8	16	24

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	1	2	5	4	19	15	46

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

Proposed below, are the strategies employed below to improve the academic performance of students identified by the early warning systems:

**Support of students who struggle with similar challenges will focus on their subject area deficiency, creating smaller learning opportunities , instituting mentor programs to allow teachers more time to interact with individual struggling students. (Tier 2 recognized students)

**Intensive or personalized supports may include individual counseling, tutoring, behavior contracts or checklists, or the involvement of parents, social workers or psychologists (Tier 3 recognized students)

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/180137>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

We are committed to building and sustaining effective partnerships that will help prepare our students to live and work in the 21st century. In order for this to happen, we will make sure that student learning and achievement are the focus of every partnership. Our program is well-managed and the roles and responsibilities for supporting effective partnerships with the local community have been well defined.

The principal will:

- Designate a school coordinator who will devote time to the program.
- Promote a school culture that will contribute to the success of the program.
- Work closely with the school coordinator to monitor the progress of the program.

The School Coordinator will:

- Maintain communication with the principal about the progress of the program.
- Coordinate a Breakfast orientation for new and existing partners.
- Serve as the official contact.
- Communicate the school’s needs, expectations, and vision to partners.
- Develop a plan of action, monitor and evaluate the progress of the partnership.

Members of the Business Partnership Committee will:

- Regularly attend committee meetings.
- Help acquire new business partnerships.
- Help maintain communication with business partners.

We will support businesses by providing visibility and letting all stakeholders know how the partner is participating. This will be done in newsletters, on our marquis, and our website. In addition we will provide art work for display at the partners’ work site. Finally, partners will be encouraged to become active members of our School Advisory Council.

We will assess our business partner program at the end of the school year to determine if our objectives were met. The information collected in this evaluation will help us plan future activities. We will celebrate successes and let our business partners know they are making a difference in the lives of our students. Annual reenlistment will be encourage to help sustain our partnerships.

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:

Name	Title
Ortega, Nicole	Principal
Herrington, Michelle	Assistant Principal
Joie, Jade	Guidance Counselor
Trubisky, Mary	Teacher, ESE
Jenkins, Angela	Instructional Coach
Paul, Erin	Instructional Coach

Duties

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

The school leadership team meets at least twice a month (more often if needed) formally to plan for the priorities and functions of the school for the coming month. Each member shares the ongoing and

upcoming work of their department and progress is monitored. The leadership team also discusses and assesses important decisions which need to be made. The team determines whether the decision is one it needs to make or one that needs to be shared with other stakeholders for consensus. The leadership team also meets throughout the month on an informal basis for updates and progress monitoring.

Nicole Ortega, Principal - Serves as Chair of the Leadership Team, determines roles and responsibilities of all other members, creates the agenda, facilitates meetings and decision making, monitors to ensure members serve as instructional leaders in their respective roles, provides Professional Development, conducts classroom walkthroughs with feedback, conducts teacher observations with feedback, participates in team level collaborative planning with feedback, solicits feedback from all stakeholders concerning matters related to the school, and shares goals and data with all stakeholders to ensure common vision and common understanding.

Michelle Herrington, Assistant Principal - monitors to ensure members serve as instructional leaders in their respective roles, provides Professional Development, conducts classroom walkthroughs with feedback, conducts teacher observations with feedback, participates in team level collaborative planning with feedback, solicits feedback from all stakeholders concerning matters related to the school, and shares goals and data with all stakeholders to ensure common vision and common understanding.

Angela Jenkins, Instructional Coach - Provides support to all teachers through feedback and modeling, participates in collaborative planning, provides professional development on standards, assessment creation, and instruction, monitors teacher and student data, provides reflective feedback to teachers through classroom walkthroughs, assist teams with the focused, data-driven model, provide mini assessments and resources, assist teachers with tracking students' progress

Erin Paul - MTSS Intervention Coach & Instructional Coach - Monitors the processes of MTSS at the school through analyzing progress monitoring data and group creation, provides intervention resources and guidance, ensures fidelity in MTSS instruction, provides support to all teachers through feedback and modeling, participates in collaborative planning, provides professional development on standards, assessment creation, and instruction, monitors teacher and student data, provides reflective feedback to teachers through classroom walkthroughs, assist teams with the focused, data-driven model, provide mini assessments and resources, assist teachers with tracking students' progress

Mary Trubisky - Facilitates IEP meetings, ESE schedules, and ensuring all students' service needs, as outlined in their IEP, are being provided

Jade Joie - Coordinates school, district, and state-based testing, coordinates Problem Solving Team meetings, and ensures PBIS models and processes are followed and oversees the provision of behavioral intervention services.

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 leadership team meets twice monthly (more often if needed) to review schedules and the allotment of resources across the school to ensure that the school's SIP goals are being addressed and the appropriate necessary resources are being used. For instruction, planning, and MTSS all personnel are used to ensure services provided are meeting the needs of students. The allotment of financial resources is determined in partnership with the district. Our school administrative team determined there was a significant need for two instructional coaches and an MTSS coach. With the help of the district Title I department, we were able to identify funds to obtain these personnel resources. Additionally, the leadership team determined the need to provide teachers full days and half days to analyze data and collaboratively plan for instruction. Resources were designated to provide substitutes for these days. It was also determined that extensive professional development is

needed to assist teachers with our SIP goal in creating common formative assessments, analyzing and tracking data, providing feedback and implementing the focused, data-driven model.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Nicole Ortega	Principal
Tara Nettles	Parent
Leslie Luc	Parent
Alyssa Caponi	Teacher
Rhiannon Myers	Teacher
Erin Cook	Parent
Lili Krajewski	Teacher
Erin Paul	Teacher
Colleen Gordon	Parent
Joe Davis	Teacher
Rosa Rios	Parent
Jessica Hobson	Parent
Rachel Richards	Parent
Alice Karpiak	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

The SAC provided input as the school improvement plan was developed at the beginning of the year and throughout the year as revisions were made. Once the initial plan was developed, the SAC reviewed the SIP and approved the initial plan. Revisions throughout the year were also developed with the SAC and approved by the SAC. At the end of the year the SIP was revised to lay the foundation for the SIP goals for this year. That initial plan was presented to SAC for their review.

Development of this school improvement plan

The SAC committee was instrumental in the development and implementation of the School Improvement Plan throughout the 2015-2016 school year. At the end of last school year, a tentative goal and action steps were developed and the SAC members reviewed and approved our goal. SAC members will be involved in monthly updates during which they will be able to offer additional input to be considered as the SIP is revisited throughout the year.

Preparation of the school's annual budget and plan

The preliminary budget for the 2015-2016 SY is currently being reviewed by the SAC committee and will tentatively be approved during the October 2015 meeting. The SAC committee will be instrumental in planning and approval of the appropriated budget for the 2015-2016 school year.

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

School Improvement funds in the amount of \$3900 were used for teachers to engage in summer planning for the new school year (creating 2015-2016 Instructional Focus calendars and assessments). This amount paid for stipends for teachers to meet and plan during the summer.

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:

Name	Title
Ortega, Nicole	Principal
Herrington, Michelle	Assistant Principal
Paul, Erin	Instructional Coach
Jenkins, Angela	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will:

- Engage in regular, ongoing, literacy professional development
- Participate in Professional Learning Communities and Study Groups
- Use data to analyze the effectiveness of instruction and redesign instruction and resources to meet the student's instructional and intervention needs
- Implement Florida Standards for ELA and Comprehensive Intensive Reading Programs that are scientifically based for reading instruction and support strategies with fidelity as they align with district initiatives
- Participate in ongoing literacy dialogues with peers
- Create and share activities designed to promote literacy, such as Sunshine State Readers programs and summer reading challenges
- Support and participate in classroom research
- Support and participate in classroom demonstrations and modeling of research-based reading strategies (reciprocal teaching etc.)
- Mentor other teachers and present staff development
- Reflect on practice to improve instruction

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

One of our two goals from our SIP last year and again this year is a focus on standards-based instruction through collaborative planning and data-driven instruction. Extensive work was completed last year in our focus on collaborative planning and data-driven instruction. Teams are provided common planning times during which they meet to examine the standards, create assessments, and plan for instruction. Teams create standards-based lessons which are accessible to all team members and leadership team

members through Planbook. Administrators and coaches participate in collaborative planning sessions weekly to provide support and guidance through the process. Coaches will examine IFCs prior to attending planning to provide assessments, resources and standards-based guidance during collaborative planning. Additionally all teachers will receive training in the collaborative planning process and teams will develop common expectations for collaborative planning. This training will cover topics such as: setting team norms, facilitation techniques, unwrapping standards, reading test item specs, creating assessments, and developing HOT questions. Additionally, this year we are providing additional support for teachers in how to collaboratively plan for common assessments and analyze data.

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

We provide extensive, ongoing, job-embedded professional development to instructional staff members to ensure they are provided with the resources to be effective and satisfied in their job. Professional Development needs are determined by staff surveys, classroom observations, and data. Understanding the importance of a positive school culture and climate, the school works to ensure that all teachers feel valued in their roles.

Person Responsible: Nicole Ortega, Principal

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

We have a well defined, intensive new teacher program that addresses both induction and mentoring. Each teacher in his/her first and second year of teaching is assigned a mentor who teaches in close proximity and the same grade/content level. This allows the teacher immediate access to an effective, seasoned teacher who teaches the same grade level for assistance. There are also twice monthly meetings that are held where targeted professional development is delivered to new teachers. New teachers are surveyed for needs and professional development is planned accordingly. The school district also offers quarterly trainings for all new teachers as part of the induction process to acclimate teachers to the culture of the district. New teachers were also provided a school-based personal coach who provides daily support for all new teachers.

Person Responsible: Michelle Herrington

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

At Windmill Point, in order to ensure that our instructors align the core to the Florida standards, we consistently refer our teachers to the Florida Educator Accomplished Practices (FEAPs), State Board Rule 6A-5.065, F.A.C., which are foundations for the inclusion of high effect size indicators in instructional and evaluation systems. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.

Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:

- a. Aligns instruction with state-adopted standards at the appropriate level of rigor;
- b. Sequences lessons and concepts to ensure coherence and required prior knowledge;
- c. Designs instruction for students to achieve mastery;

*Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

At Windmill Point, Ambitious Instruction is exhibited in all classes. These classrooms are challenging and engaging. The instruction is clear, well-structured, and encourages students to build and apply knowledge. When combined with a supportive environment, Ambitious Instruction has the most direct effect on student learning. It is:

- well-defined with clear expectations for student success,
- interactive and encourages students to build and apply knowledge,
- well-paced, and
- aligned to standards

Educators are provided professional development in the area of Ambitious instruction and what it will look like at WMPE.

In order to monitor the implementation of ambitious instruction, the administrative/leadership team completes monthly walks for effectiveness and fidelity of core instruction and the alignment to standards. Also, the tasks aligned to the standards taught will be monitored as well.

Teachers are also implementing a focused, standards-based curriculum model which provides students with multiple opportunities to demonstrate mastery of standards following instruction. Students will track their progress using data tracking sheets on standards and fluency goals.

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

Step 1:

Teachers will analyze standards to plan for standards-based instruction that meet the rigor and complexity of the standard.

- a. Leadership team provides unwrapped standards, test-item specs, Common Core Companions, and interim test-item banks for teachers to use when collaborative planning.
- b. Teachers will read resources and understand the standard rigor and complexity before collaborative planning.
- c. Teams will discuss standards during planning to ensure there is a common understanding of the standard.

Step 2:

Build capacity of teachers understanding on data collection and analysis to drive instruction.

- a. Create grade-level focus calendars which identifies specific time frames for instruction and assessments of standards.
- b. Students and teachers will use data tracking sheets to set goals, reflect on progress towards mastery of the standard, and make revisions to instruction
- c. Quality Instruction meetings will occur weekly for teams to reflect on data and instruction.
- d. Instructional coaches will provide common formative assessments to teams (Form A & B, Fluency probes).

Step 3:

- a. After teachers have planned for focused, standards-based instruction the leadership team will help to support teachers in the delivery and implementation of the plans.
- b. The leadership team will provide modeling and coaching.
- c. The leadership team will observe classroom instruction and provide actionable feedback.

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: 6,840

Strategy Description

Level 1 and 2 identified students will receive additional academic support during an after school program geared to standards based-instruction. The program to be used is aligned to local, state and national standards and assessment objectives. The program is grounded in scientifically-based research and has a proven record of positive results, which allows schools using the program to be confident that the instructional strategies are sound and that the program will contribute to improve student academic achievement.

Strategy Rationale

During the 2013-2014 school year, the school attributes a portion of our 91pt increase to the success of the extended day activities of our level 1 and 2 students. During this academic school year, over 51 percent of those students made learning gains in both areas of reading and math.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

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

How is data collected and analyzed to determine the effectiveness of this strategy?

Data collected will provide accountability, to inform instructional decisions, to measure growth, and ways to evaluate students through performance-based learning. Instructional improvement for each student will be customized based on systems which includes Universal Screeners and Benchmark Assessments, short probes, progress monitoring, through various reporting tools. The assessments will positively impact student achievement because of the results that are tied to instruction and are actionable. Teachers will immediately have targeted, relevant resources to address student needs. The power of the technology based program means that even in a school with divergent learning needs, each student will have access to an individualized instruction.

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

The district provides pre-school services for primary readiness through the Voluntary Pre-K program which employs teachers who are proficient in individualizing the curriculum and creating the kind of quality environment that move children toward kindergarten, ready to learn. The Standards for Four-Year Olds are aligned with the kindergarten Florida Standards. The standards are organized in five domains:

Physical Development

Approaches to Learning

Social and Emotional Development

Language, Communication, and Emergent Literacy

Cognitive Development and General Knowledge

Each VPK classroom also receives oral language/vocabulary, literacy and classroom management

support from a team of highly qualified professionals.

As a school, we assist with transition by providing tours for families along with kindergarten orientation opportunities.

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

N/A

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

N/A

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

N/A

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** To improve understanding and implementation of standards-based, data-driven instruction school wide.

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. To improve understanding and implementation of standards-based, data-driven instruction school wide.

1a

G071042

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	70.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	70.0
FSA Mathematics - Achievement	70.0
Math Gains	70.0
Math Lowest 25% Gains	75.0
FCAT 2.0 Science Proficiency	70.0

Resources Available to Support the Goal 2

- Common-Planning for all grade levels to collaboratively plan
- Two instructional coaches to support teachers in the areas of math and literacy
- Test-item specifications are available for 3-5 for reading, math, and science.

Targeted Barriers to Achieving the Goal 3

- Teachers lack deep understanding of the full intent of the standards including rigor and levels of complexity.
- There is not a school-wide, systematic model for focused, standards-based data collection and instruction.

Plan to Monitor Progress Toward G1. 8

Grade level, common standards-based assessments
 Comprehensives 1, 2, 3
 EasyCBM
 Monthly fluency probes
 Monthly writing assessment data

Person Responsible

Nicole Ortega

Schedule

Monthly, from 9/8/2015 to 5/31/2016

Evidence of Completion

Lesson Plans Walkthrough data Assessment data (common assessments, comprehensives, fluency data, monthly writing data) Collaborative Planning Expectations Guide

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. To improve understanding and implementation of standards-based, data-driven instruction school wide. **1**

 G071042

G1.B1 Teachers lack deep understanding of the full intent of the standards including rigor and levels of complexity. **2**

 B185305

G1.B1.S1 Support teachers in understanding the standards and levels of complexity through professional development, support in collaborative planning, and feedback from classroom walkthroughs. **4**

 S196737

Strategy Rationale

There is a need for a common and deep understanding of each standard and how the levels of complexity impact all components of planning, delivery of instruction, and assessments.

Action Step 1 **5**

Develop common expectations for collaborative planning.

Person Responsible

Nicole Ortega

Schedule

On 9/29/2015

Evidence of Completion

Published Common Expectation Guide for Collaborative Planning

Action Step 2 5

Providing all teachers with hard copies of state and district resources that outline the standards and complexity levels of the standards.

Person Responsible

Angela Jenkins

Schedule

Weekly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Coaches confirm delivery of resources to all teachers.

Action Step 3 5

Instructional Coaches will co-facilitate collaborative planning sessions, supporting teams to ensure planning of instruction and tasks is focused and aligned to the full intent of the standards.

Person Responsible

Nicole Ortega

Schedule

Weekly, from 8/17/2015 to 5/31/2016

Evidence of Completion

Administration observation.

Action Step 4 5

Provide opportunities for teams to observe other teams in the collaborative planning process, reflect on the process, and provide feedback.

Person Responsible

Nicole Ortega

Schedule

Every 6 Weeks, from 10/15/2015 to 5/31/2016

Evidence of Completion

Common Expectations for Collaborative Planning Form

Action Step 5 5

Conduct focused classroom walk throughs and provide feedback relative to standards-based instruction and instructional practices.

Person Responsible

Nicole Ortega

Schedule

Daily, from 8/24/2015 to 5/31/2016

Evidence of Completion

Walkthrough calendar, published feedback

Action Step 6 5

Based on walkthrough trends, provide professional development for teachers on specific instructional strategies.

Person Responsible

Nicole Ortega

Schedule

Evidence of Completion

ERO

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

Twice monthly, the leadership team will review the action plan to ensure implementation of each action item.

Person Responsible

Nicole Ortega

Schedule

Biweekly, from 9/11/2015 to 5/31/2016

Evidence of Completion

Leadership Team Agenda & Minutes

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

Classroom walkthrough data will reflect instruction that is fully aligned to the rigor of the standard and quality instructional strategies are evident in instruction.

Person Responsible

Michelle Herrington

Schedule

Daily, from 9/11/2015 to 5/31/2016

Evidence of Completion

Walkthrough Data

G1.B2 There is not a school-wide, systematic model for focused, standards-based data collection and instruction. 2

 B185306

G1.B2.S1 Implementing a school-wide focused, standards-based model for instruction and tracking student progress towards mastery of the standards. 4

 S196738

Strategy Rationale

There is a need for intentional, focused planning and delivery of instruction. There is also a need for students to understand their progress toward mastery of the standard and for teachers to use standards-based assessment data to drive instruction.

Action Step 1 5

Introduce the focused, standards-based model to teachers.

Person Responsible

Nicole Ortega

Schedule

On 9/1/2015

Evidence of Completion

Quality Instruction Agenda & Handout

Action Step 2 5

Create an Instructional Focus calendar that outlines standards to be taught and assessed in a specific sequence.

Person Responsible

Angela Jenkins

Schedule

Quarterly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Instructional Focus Calendar document

Action Step 3 5

Creating and providing teams standards-based assessments for K-5.

Person Responsible

Erin Paul

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Common Assessments

Action Step 4 5

Data tracking sheets are used by teachers and students to track and monitor progress and mastery towards each standard.

Person Responsible

Angela Jenkins

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Data Binders

Action Step 5 5

Teachers use the data from common formative assessments to plan for and deliver differentiated instruction.

Person Responsible

Michelle Herrington

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Lesson plans and classroom walkthroughs

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Leadership Team will monitor collaborative planning, conduct classroom walkthroughs, and be present at data reflection meetings.

Person Responsible

Nicole Ortega

Schedule

Weekly, from 9/8/2015 to 5/31/2016

Evidence of Completion

Data spreadsheets, student data binders

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Student data will demonstrate increased levels of mastery towards the standards.

Person Responsible

Michelle Herrington

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

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

St. Lucie - 0271 - Windmill Point Elem School - 2015-16 SIP
Windmill Point Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Develop common expectations for collaborative planning.	Ortega, Nicole	8/4/2015	Published Common Expectation Guide for Collaborative Planning	9/29/2015 one-time
G1.B2.S1.A1	Introduce the focused, standards-based model to teachers.	Ortega, Nicole	9/1/2015	Quality Instruction Agenda & Handout	9/1/2015 one-time
G1.B1.S1.A2	Providing all teachers with hard copies of state and district resources that outline the standards and complexity levels of the standards.	Jenkins, Angela	8/17/2015	Coaches confirm delivery of resources to all teachers.	5/31/2016 weekly
G1.B2.S1.A2	Create an Instructional Focus calendar that outlines standards to be taught and assessed in a specific sequence.	Jenkins, Angela	9/1/2015	Instructional Focus Calendar document	5/31/2016 quarterly
G1.B1.S1.A3	Instructional Coaches will co-facilitate collaborative planning sessions, supporting teams to ensure planning of instruction and tasks is focused and aligned to the full intent of the standards.	Ortega, Nicole	8/17/2015	Administration observation.	5/31/2016 weekly
G1.B2.S1.A3	Creating and providing teams standards-based assessments for K-5.	Paul, Erin	9/1/2015	Common Assessments	5/31/2016 weekly
G1.B1.S1.A4	Provide opportunities for teams to observe other teams in the collaborative planning process, reflect on the process, and provide feedback.	Ortega, Nicole	10/15/2015	Common Expectations for Collaborative Planning Form	5/31/2016 every-6-weeks
G1.B2.S1.A4	Data tracking sheets are used by teachers and students to track and monitor progress and mastery towards each standard.	Jenkins, Angela	9/1/2015	Data Binders	5/31/2016 weekly
G1.B1.S1.A5	Conduct focused classroom walk throughs and provide feedback relative to standards-based instruction and instructional practices.	Ortega, Nicole	8/24/2015	Walkthrough calendar, published feedback	5/31/2016 daily
G1.B2.S1.A5	Teachers use the data from common formative assessments to plan for and deliver differentiated instruction.	Herrington, Michelle	9/1/2015	Lesson plans and classroom walkthroughs	5/31/2016 weekly
G1.B1.S1.A6	Based on walkthrough trends, provide professional development for teachers on specific instructional strategies.	Ortega, Nicole	ERO	one-time	
G1.MA1	Grade level, common standards-based assessments Comprehensives 1, 2, 3 EasyCBM Monthly fluency probes Monthly writing assessment data	Ortega, Nicole	9/8/2015	Lesson Plans Walkthrough data Assessment data (common assessments, comprehensives, fluency data, monthly writing data) Collaborative Planning Expectations Guide	5/31/2016 monthly
G1.B1.S1.MA1	Classroom walkthrough data will reflect instruction that is fully aligned to the rigor of the standard and quality instructional strategies are evident in instruction.	Herrington, Michelle	9/11/2015	Walkthrough Data	5/31/2016 daily
G1.B1.S1.MA1	Twice monthly, the leadership team will review the action plan to ensure implementation of each action item.	Ortega, Nicole	9/11/2015	Leadership Team Agenda & Minutes	5/31/2016 biweekly
G1.B2.S1.MA1	Student data will demonstrate increased levels of mastery towards the standards.	Herrington, Michelle		one-time	
G1.B2.S1.MA1	Leadership Team will monitor collaborative planning, conduct classroom walkthroughs, and be present at data reflection meetings.	Ortega, Nicole	9/8/2015	Data spreadsheets, student data binders	5/31/2016 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. To improve understanding and implementation of standards-based, data-driven instruction school wide.

G1.B1 Teachers lack deep understanding of the full intent of the standards including rigor and levels of complexity.

G1.B1.S1 Support teachers in understanding the standards and levels of complexity through professional development, support in collaborative planning, and feedback from classroom walkthroughs.

PD Opportunity 1

Develop common expectations for collaborative planning.

Facilitator

Leadership Team

Participants

All teachers in K-5

Schedule

On 9/29/2015

PD Opportunity 2

Provide opportunities for teams to observe other teams in the collaborative planning process, reflect on the process, and provide feedback.

Facilitator

Instructional Coaches, Administration

Participants

All teachers K-5

Schedule

Every 6 Weeks, from 10/15/2015 to 5/31/2016

PD Opportunity 3

Based on walkthrough trends, provide professional development for teachers on specific instructional strategies.

Facilitator

Instructional Coaches, Administration

Participants

All teachers

Schedule

G1.B2 There is not a school-wide, systematic model for focused, standards-based data collection and instruction.

G1.B2.S1 Implementing a school-wide focused, standards-based model for instruction and tracking student progress towards mastery of the standards.

PD Opportunity 1

Introduce the focused, standards-based model to teachers.

Facilitator

Nicole Ortega

Participants

All K-5 teachers

Schedule

On 9/1/2015

PD Opportunity 2

Teachers use the data from common formative assessments to plan for and deliver differentiated instruction.

Facilitator

Instructional Coaches, Administration

Participants

All teachers

Schedule

Weekly, from 9/1/2015 to 5/31/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Develop common expectations for collaborative planning.	\$0.00
2	G1.B1.S1.A2	Providing all teachers with hard copies of state and district resources that outline the standards and complexity levels of the standards.	\$0.00
3	G1.B1.S1.A3	Instructional Coaches will co-facilitate collaborative planning sessions, supporting teams to ensure planning of instruction and tasks is focused and aligned to the full intent of the standards.	\$0.00
4	G1.B1.S1.A4	Provide opportunities for teams to observe other teams in the collaborative planning process, reflect on the process, and provide feedback.	\$0.00
5	G1.B1.S1.A5	Conduct focused classroom walk throughs and provide feedback relative to standards-based instruction and instructional practices.	\$0.00
6	G1.B1.S1.A6	Based on walkthrough trends, provide professional development for teachers on specific instructional strategies.	\$0.00
7	G1.B2.S1.A1	Introduce the focused, standards-based model to teachers.	\$0.00
8	G1.B2.S1.A2	Create an Instructional Focus calendar that outlines standards to be taught and assessed in a specific sequence.	\$0.00
9	G1.B2.S1.A3	Creating and providing teams standards-based assessments for K-5.	\$0.00
10	G1.B2.S1.A4	Data tracking sheets are used by teachers and students to track and monitor progress and mastery towards each standard.	\$0.00
11	G1.B2.S1.A5	Teachers use the data from common formative assessments to plan for and deliver differentiated instruction.	\$0.00
Total:			\$0.00