

Orange County Public Schools

# Dommerich Elementary



2015-16 School Improvement Plan

## Dommerich Elementary

601 N THISTLE LN, Maitland, FL 32751

[www.ocps.net/lc/east/edo](http://www.ocps.net/lc/east/edo)

### School Demographics

<b>School Type</b>	<b>2014-15 Title I School</b>	<b>2015-16 Economically Disadvantaged (FRL) Rate</b> (As Reported on Survey 2)
Elementary	No	24%

<b>Alternative/ESE Center</b>	<b>Charter School</b>	<b>2015-16 Minority Rate</b> (Reported as Non-white on Survey 2)
No	No	30%

### School Grades History

<b>Year</b>	<b>2014-15</b>	<b>2013-14</b>	<b>2012-13</b>	<b>2011-12</b>
<b>Grade</b>	A*	A	A	A

\*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 Orange 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	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

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

Dommerich Elementary's mission is to lead our students to success with the support and involvement of families and the community.

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

Dommerich Elementary's vision is to be the top producer of successful students in the nation.

#### School Environment

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

Dommerich believes in the power of positive relationships between teacher, student and parents. This is a critical element for student success. It begins by carefully matching each child with a teacher at class placement time in the summer. The principal gathers input from parents through a "Tell Me About Your Child" form and involves teachers in this process. Prior to the start of the school year we begin building relationships by offering teacher home visits to all families in our school. Just after home visits, families are invited to again see their teacher and tour their classroom and school campus, at our Meet the Teacher event. By the first day of school, students and parents have had several opportunities to interact with their new teacher. Open House, in September, offers another chance for parents to learn about their child's school day and give insights to their family's culture and child's specific needs. For ELL students, Parent Leadership Council meetings provide an opportunity for parents to ask specific questions about ELL instructional strategies and accommodations, and for parents to interact. Positive relationships are built through a Responsive Classroom philosophy: teachers greet students in halls and at the classroom door each morning, morning meetings start the day in each room, behavioral standards are modeled, and positive reinforcement is the first strategy used for discipline. As the year progresses, we encourage parent conferences at any time and offer two Report Card Conference Nights (first and third marking periods). All children are considered part of the Dommerich family; we are a learning community that welcomes the involvement of siblings, future students, grandparents, and anyone who is dedicated to enhancing the learning of every child.

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

Dommerich is a place where children feel safe. Before school, students are supervised as they arrive. Staff welcome students as they exit their car, step off the bus, or walk/ride their bikes through the gates. Staff are posted in the bus loop area, car rider area, bike racks, hall doors, hallways, and classroom doors. Students who arrive early are welcomed by YMCA staff for our before school care program. Hall doors open fifteen minutes prior to the tardy bell and classroom teachers greet every child as they walk into the rooms. Students who arrive after the tardy bell are greeted warmly in our front office. They are attended to quickly so they can proceed to class without delay. After the tardy bell, gates and hall doors are locked; every visitor must enter through the front office or by doorbell with video surveillance. Throughout the day, students move about inside locked gates and doors; they notice security cameras in various areas (patio, sidewalks, playground). Students are always with a staff member, and travel with at least one buddy if sent on an errand. Staff are vigilant in watching guests on campus - they look for badges and directly escort any guest who is not properly identified or in the wrong location. Safety drills are conducted monthly. Students are well practiced on

what to do in the event of emergency involving various situations and locations on campus. Teachers review the Code of Student Conduct at least four times during the year, so students understand behavioral expectations and consequences, and how to ask for help. Communication with parents also helps students feel safe. Staff utilize daily planners, email, phone calls, Connect Orange call out system, weekly electronic newsletter, and conferences to keep parents well informed day to day. Lastly, all keys and security badges are carefully tracked. Substitutes trade in their car keys for their school key/badge, and all student badges are assigned to a specific teacher. After school, dismissal is fast and students know very detailed procedures. There is one clear area dedicated to car, bus riders and YMCA aftercare. Walkers and bike riders are dismissed five minutes earlier than others in order to get across crosswalks before vehicles begin moving. If severe weather is present, all students are held inside buildings and parents are able to sign them out from the classroom. From the moment students step on campus to the moment they depart, they see, feel and know they are safe and cared for by the adults. At Dommerich, we know students must first be safe, in order to focus on learning.

**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**

Dommerich has established a culture of positivity, which is a dominant element in our school-wide behavior plan. This plan was developed with staff input and an in-depth analysis of Dommerich's 50-year history and philosophy. We have six Dommerich Standards, which we model and practice daily. They are standards that adults and children live by both in and out of school: 1. Do the right thing even when no one is looking; 2. Follow and respect the rules wherever you are; 3. Learn as much as you can every day; 4. Use your time wisely; 5. Be kind in your words and in your actions; 6. Take care of your possessions, the possessions of others, and the resources around you. The six standards are expectations and we offer real world examples to the students so that they understand what the Dommerich Standards look like in action. Teachers point out examples of behaviors throughout each day, and the principal highlights examples in the daily morning news show. Four times a year, teachers also review the OCPS Code of Student Conduct. When a standard is not followed or a Code of Student Conduct offense occurs, the staff implements consequences. Student conferencing, parent contact, verbal redirection, catching others doing the right thing, etc. are used to try to change behavior before other measures are taken. At Dommerich, we emphasize and encourage intrinsic motivation for doing the right thing, rather than tangible rewards for behavior. Rules (norms developed with students) are clearly posted in classrooms, the lunchroom, and in labs. Rules are reviewed often for the playground. When needed, our Administrative Dean works with teachers to implement higher level consequences or individual behavior plans. We are proud of our school's low number of behavior offenses/referrals and our high standards for behavior.

**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**

Dommerich Elementary is grateful to have a full time CHILL Counselor, as well as a half time CHILL intern. The CHILL Counselor and intern are provided by the Winter Park Health Foundation (WPHF). CHILL - Community Help and Intervention in Life's Lessons - is a free counseling program for students of all ages in the public schools serving Winter Park and neighboring communities who need help with issues such as divorce, grief and loss, low self-esteem, anger management and depression. CHILL counselors focus on prevention and early intervention programs. Students can be referred to CHILL programs by teachers, school administrators, behavior specialists, parents, or the students themselves. Individual and group counseling takes place during the school day. Students are assured of their right to confidentiality. The program is not mandated or forced on any student. Parental consent is required to enroll the child, and the counseling records do not become part of the student's school record. Counselors often use art and play therapy techniques with elementary students.

Students who show deficits in social emotional skills will be targeted through individualized plans which may include social stories, structured social skills training, or individualized behavior charts. Interventions are monitored and changed as needed.

In addition to and supported by CHILL services, Dommerich staff also work together to provide extra attention to students in need through a mentoring program. The Dean, CHILL counselor, Behavior Specialist and teachers work together to identify students who would benefit from an adult who informally meets with them weekly for a conversation, game, reading, lunch, etc. This extra relationship has shown to have a big impact for our students with social-emotional and/or academic need.

Lastly, our CHILL counselor, several teachers, and parent volunteers have also developed an Outreach Committee. This committee helps any families in need. Some of the things they have provided in the past are: food, school supplies, gas cards, clothes, blankets, eyeglasses, and shoes.

### 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

Attendance: Connect Orange calls are automatically sent daily to families of absent students; teachers contact families after 2 consecutive days of absence; parents are informed of absence policy. School schedules regular head lice checks for all students to help prevent spreading to classmates.

Suspensions: The dean and principal closely monitor suspensions and meet with all families before a student returns to class.

Course failure: Teachers post grades on ProgressBook that parents may access in grades 2 - 5. Teachers contact parents and meet with students regarding interventions and re-taking of classroom assessments. Teams meet regularly in PLCs to discuss helping students who are struggling, and monthly meetings with MTSS coach are held to monitor student progress.

Course Failure or Level 1 score in ELA or math: Teachers are notified of student scores at the beginning of the school year. All Level 1 and Level 2 students must receive intervention through our MTSS program.

#### 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	
Attendance below 90 percent	4	3	1	3	4	15
One or more suspensions	2	1	1	0	1	5
Course failure in ELA or Math	16	8	10	10	2	46
Level 1 on statewide assessment	0	0	0	0	0	

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

Indicator	Grade Level			Total
	K	1	2	
Students exhibiting two or more indicators	4	2	2	8

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

During the first marking period, parents of students exhibiting two or more early warning signs are invited to meet with the Principal, dean, classroom teacher and other staff, as needed, to create a plan to address the areas causing the warning signs. The plan will be monitored by the Principal, dean and classroom teacher a minimum of four times through the year and more if needed.

**Family and Community Involvement**

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

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

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

**Will the school use its PIP to satisfy this question?**

No

**PIP Link**

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

**Description**

Parent involvement is culturally embedded at Dommerich. Dommerich's PTA has over 30 committees and hundreds of members. The Dommerich Foundation and Endowment provide further involvement opportunities for families. We have been a Five Star School for twenty years.

This year, we plan to again offer 29 parent engagement opportunities, including but not limited to PTA meetings, SAC meetings, Report Card conference nights, school events, and home visits. Our school serves three distinct communities; we will target reaching families from the less involved sectors.

**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**

Dommerich is so thankful to have hundreds of dedicated ADDitions volunteers and Partners in Education. ADDitions and PIE are co-coordinated by staff and parents, which provides much more time and effort than staff alone would be able to support. Volunteers and partners are organized into several organizations/categories that help our school: general volunteers, general business partners, Dommerich PTA, Dommerich Foundation, and Dommerich Endowment. They contribute to our school daily, through volunteer hours, academic events, appreciation events, donations, and more. Fundraisers target specific school needs, and also fund annual programs such as after school enrichment classes, home visits, science support, and technology enhancements. The partnerships also promote effective communication. The PTA and Foundation websites and Facebook pages supplement the school's website, call outs, and weekly e-newsletter. Dommerich is a true community school where there is an intricate and a highly developed partnership between school, families and community.

**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
Kreil, Junella	Principal
Taconis, Linda	Instructional Coach
McLean, Jo Ellen	Instructional Coach
Babb, Robert	Dean
Ortiz, Kahlil	Principal

### Duties

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

The School-based Leadership Team members provide assistance to the grade level PLCs regarding common assessments, data analysis, progress monitoring and graphing. The team meets once per week to review the activities of the entire school in the MTSS process. This is the sixth year of implementation of MTSS at Dommerich Elementary.

Principal and Interim Principal: are administrators for the school who participate in the PLCs and guide the process in order to improve student achievement.

CRT: MTSS chair keeps the meeting logs and meets with each grade level team monthly to review data.

Staffing Specialist: sits in meetings with teams to determine Tier moves and schedules meetings with parents.

Dean: provides support and direction for students with behavior issues.

Teacher Team Leaders: act as liaisons to their teams on required data, meetings, etc.; and helps teams determine movement or change in interventions.

***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***

Each grade level meets as a PLC a minimum of once per week to discuss common planning, student progress, common assessments, and any needs for additional resources or staff in implementing intervention for identified students. The grade levels access data from FSAs, Iowa tests, Istation assessments, DRAs, Florida Journeys assessments and Florida Go Math! assessments to monitor student progress across the grade level.

Principal assigns paraprofessionals, resource teachers and special area teachers to assist with interventions on an as needed basis. A part-time gifted resource teacher works with groups of students on a regular basis and assists teachers in cluster classes with planning to meet the needs of the gifted students.

Dommerich does not have other sources of supplemental funding for services and programs.

### School Advisory Council (SAC)

#### Membership:

Name	Stakeholder Group
Junella Kreil	Principal
Cathy Chasser	Parent
Kristin Pilgrim	Teacher
Linda Taconis	Teacher
Catherine Howat	Teacher
Pansy Gilbert	Education Support Employee
Becky Henry	Teacher
Jenny Bowman	Parent
Maurine Amann	Teacher
Jane McCann	Teacher
Allyson Williams	Parent
Bonnie Mizell	Business/Community
Bryan Stewart	Parent
Cari Rotenberger	Parent
Cyntia Forness	Parent
Elise Breth	Parent
Karen Kildron	Parent
Kathilee McClemens	Parent
Kim Sadowski	Parent
Soledad Perez	Parent
Susan Woodburn	Parent
Jennifer Tanner	Parent
Megan Baptist	Teacher
Linda Kula-Gunter	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*

All goals for 2015-2016 were addressed at the first SAC meeting in September 2015. The results for each area were shared and an explanation of the changes for this coming year were addressed. All test scores for the past year were shared.

*Development of this school improvement plan*

The SAC conducted a school improvement survey from AdvancEd with parents, faculty and staff, and students in the spring of 2015 to help identify needs for improvement. A summary of the results was shared with the membership and the areas needing improvement are included in this school improvement plan. The entire school improvement plan is presented to the SAC for final approval prior to being submitted to the superintendent.

*Preparation of the school's annual budget and plan*

In the Spring of 2015, parents and faculty were invited to be part of the Budget Advisory Council. Site-based budget constraints did not leave room for many decisions to be made beyond covering class size compliance. Student enrollment projections predicted a decrease in enrollment. A conservative approach was taken to be sure students registered before teacher positions were built. We will follow the same process for the 2016-2017 school year.

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

There are no funds allocated in the school budget for the school improvement plan. Funds from other sources will be used to pay for activities included in the school improvement plan.

**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
Kreil, Junella	Principal
Taconis, Linda	Instructional Coach
Alydt, Marcy	Instructional Media
Nimnicht, Lorie	Teacher, ESE
Braxton, Eva	Teacher, K-12
Henry, Becky	Teacher, K-12

**Duties**

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

The major initiatives of the Literacy Leadership Team (LLT) will be to promote reading and writing success and ensure that all teachers are implementing the Florida Standards for English Language Arts. The LLT will meet regularly to discuss and analyze assessment data to determine needs that promote student achievement. The LLT members will meet with grade level teams to share reading/writing articles and information and plans for the school year. The literacy team will recommend professional development that is aligned with the needs of the students and faculty. Additionally, the LLT will work with all teachers in implementing the new core curriculum, Florida Journeys, Core Connections, IStation and the website, ThinkCentral.

**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**

Two afternoons each week are set aside for teams to meet for collaborative planning. During those times, the teams are creating unit lesson plans for the team as well as common assessments that may be used. Each Wednesday afternoon each month is set aside for PLC meetings, although some Wednesdays may also include abbreviated faculty meetings or professional development.

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

OCPS E-Recruiting System will be used to seek qualified applicants. All instructional applicant resumes are reviewed to determine if the applicants are highly qualified. Verbal references are obtained to determine if the candidate is of high quality. Once hired, the teacher will be provided staff and professional development through PLCs on school procedures and the continuous improvement model. Teachers new to Dommerich and/or new to teaching also receive mentors and induction through the Newest to Dommerich program. We are actively involved in supervising interns from local universities. We provide opportunities for the interns to go through a mock interview with the principal. We have been able to hire many of these former interns as a result of being able to observe them in their internships. Person responsible: Principal.

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

1. Our program: we match all teachers who are new to teaching or to our school with a veteran teacher to serve as the mentor for that teacher. Our program is titled Newest to Dommerich.
2. Rationale: The veteran teachers are familiar with our school culture and have all facilitated learning gains with students on the same grade level.
3. Planned activities: Meet weekly with mentee to discuss research based strategies, observe experienced teachers implementing strategies, creating and reviewing lesson plans, assisting in determining training opportunities for best practices. Meet monthly as Newest to Dommerich PLC.

## **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***

Orange County Public Schools provides a scope and sequence as well as Measurable Topic Plans that are aligned to the Florida standards for all teachers to use. Curricula material is selected by the district from state approved publications. Teachers have been receiving training at Dommerich for several years preparing to implement the new standards, and the teachers work together to create common plans and assessments aligned to the standards. The principal and curriculum resource teacher meet with teams on a regular basis to review the materials being used.

#### **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***

Teachers regularly assess students with math and reading materials from the adopted series, as well as through ongoing formative assessments they create. Data is also collected from FLKRS, MAP assessments, IStation assessments, DRA and past FSA or FCAT 2.0 assessments. All reading and math classes offer small group instruction to differentiate instruction depending on how individual students are performing in the subject. All students who scored a Level 1 or 2 on Iowa, FSA or FCAT 2.0 must receive interventions, as well as other students who have shown signs of being at risk in any subject area. Monthly MTSS meetings are held to address the need for Tier 2 or Tier 3 interventions and to review students' progress.

**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:** 2,250

Tutoring will take place before school hours three days per week for 30 minutes in the media center. Students will work on either IStation or IXL on the computers which will target Reading and/or Math intervention for students in our lowest 25%, black, economically disadvantaged, and students with disabilities subgroups.

### **Strategy Rationale**

Historically, these sub-groups do not get the additional support at home for reading or have access to computers. This extra time on the computer programs will provide individual support and build confidence in these students.

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

- Core Academic Instruction

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

Taconis, Linda, linda.taconis@ocps.net

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

Students will be given a beginning reading inventory assessment (IStation) or math inventory (IXL) before the program begins and a post assessment at the end of the twenty-five days of tutoring. Each lesson will also require an exit slip or mini-assessment to document mastery of the lesson's standard.

## **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**

We host a kindergarten round-up in the spring to welcome parents and children to visit the school prior to registration. Parents learn of the expectations for the kindergarten students, and the students visit the media center to hear a story, visit a classroom to create a piece of art related to the story, and visit the music classroom to sing and dance to a song related to the story. Play dates are set throughout the summer for these students and families to meet in an area park to get to know one another. Each incoming kindergartner also receives a home visit by the kindergarten teacher prior to the first day of school.

The area VPK and preschools are doing an excellent job preparing students for kindergarten. We usually have over 85% of entering kindergarten students at or above the level for entry as measured by FLKRS. The middle school that our students attend is on the same campus as our school. We invite the students and staff to our school for events, and they do the same for us. Each spring, the counselor visits with our students to explain how to sign up for middle school classes, and the students visit the middle school campus.

### **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**

We have participated in Destination College training, and we continue to promote awareness of college expectations in our intermediate classes. We participate in Teach In annually. Dommerich teachers supervise junior and senior interns from the local colleges and universities, as well as welcome students to observe in our classes. The elementary students receive college and university awareness on a regular basis this way. We are participating in Junior Achievement through UCF and along with engineering and computer science students from UCF will be providing training in coding in after school sessions. Additionally, we have students participating in Science Olympiad which culminates in a visit to UCF for the final competition.

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

Although we are an elementary school, we offer opportunities for students to learn coding and participate in competitions including Science Olympiad and STEM which are held on the campus of the University of Central Florida. Our fifth grade students visit Tallahassee and take a tour of the campus of Florida State University.

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

We have developed a working relationship with the Society of Women Engineers who work with our fifth grade students on engineering projects and encourage students to seek a career in science or math. Junior Achievement students from the University of Central Florida provide lessons to our students in grades one, three and five regarding community and economics.

**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**

Dommerich Elementary has tutoring in place to support students who are not on grade level in reading and math which is an indicator for the High School Feedback Report.

## 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.

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## 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.** Increase the use of standards-based instruction which will lead to an increase in student achievement. (Division Priority: Accelerate Student Performance)
  
- G2.** Teachers and administrators will collaborate and reflect, through PLCs, to plan for and implement lessons that fully address the intent of the FL standards, thus causing an increase in student achievement. (Division Priority: Invest in Human Capital)

## 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. Increase the use of standards-based instruction which will lead to an increase in student achievement.**  
(Division Priority: Accelerate Student Performance) 1a

G072613

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	83.0
AMO Reading - All Students	86.0
FCAT 2.0 Science Proficiency	87.0
AMO Math - African American	66.0
AMO Reading - African American	57.0

**Resources Available to Support the Goal** 2

- IStation, Marzano's Instructional Framework, Core Connections, DBQ's, Go Math, Journeys, Science Fusion, Voyager Reading and Math, IXL Math, Go Quest, Fountas and Pinnell's Leveled Literacy Intervention K - 3, Individual Educational Plans, Educational Plans, OCPS' MTP's and Scope and Sequence, STEM lab instruction, collaborative team planning

**Targeted Barriers to Achieving the Goal** 3

- Instructional staff will need additional resources, tools and training on collaborating to create common instructional plans and assessments.

**Plan to Monitor Progress Toward G1.** 8

DRA scores, MAP scores, Common Assessment scores, Journeys assessments, IStation data, IXL Data, Voyager Reading and Math, MTSS data, report cards, and progress reports for ESE students

**Person Responsible**

Kahlil Ortiz

**Schedule**

Every 6 Weeks, from 8/31/2015 to 6/8/2016

**Evidence of Completion**

Each grade level team will post all assessment scores on the Sharepoint so all assessments may be monitored by the principal and the teams.

**G2.** Teachers and administrators will collaborate and reflect, through PLCs, to plan for and implement lessons that fully address the intent of the FL standards, thus causing an increase in student achievement. (Division Priority: Invest in Human Capital) 1a

G072614

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - African American	66.0
AMO Reading - African American	57.0

**Resources Available to Support the Goal** 2

- Marzano's Instructional Framework, PLC Framework

**Targeted Barriers to Achieving the Goal** 3

- Instructional staff will need time and training on implementing the PLC process with fidelity, in order to plan and execute lessons that fully address the intent of the FL standards.

**Plan to Monitor Progress Toward G2.** 8

Data will be aggregated into all students and African American students at monthly data meetings with each grade level.

**Person Responsible**

Kahlil Ortiz

**Schedule**

Monthly, from 9/1/2015 to 6/7/2016

**Evidence of Completion**

All data for teams to include but not limited to: DRA's, IStation, Benchmark assessments, Journeys assessments, Go Math Assessments.

## 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.** Increase the use of standards-based instruction which will lead to an increase in student achievement. (Division Priority: Accelerate Student Performance) **1**

 G072613

**G1.B1** Instructional staff will need additional resources, tools and training on collaborating to create common instructional plans and assessments. **2**

 B189473

**G1.B1.S1** Training will be provided throughout the year to teachers for IStation, Core Connections, Voyager Reading and Math, IXL, Go Quest, and DBQs. **4**

 S200793

### Strategy Rationale

With these tools, teachers will be able to provide standards-based instruction which will lead to an increase in student achievement.

### Action Step 1 **5**

Establish at least one Wednesday afternoon each month for staff development for all grade levels and teams. Staff development will include training for IStation, Core Connections, Voyager Reading and Math, IXL, Go Quest, and DBQ's.

#### Person Responsible

Linda Taconis

#### Schedule

Monthly, from 9/2/2015 to 6/1/2016

#### Evidence of Completion

Lesson Plans, Common Plans and Assessments, Student Data

**Action Step 2** 5

Hold monthly data meetings

**Person Responsible**

Kahlil Ortiz

**Schedule**

Monthly, from 8/31/2015 to 6/7/2016

***Evidence of Completion***

The Principal and CRT will review team data and meet with the teams monthly to monitor student progress.

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

Review of PLC notes, lesson plans, collaboration with teams, review of common assessment data

**Person Responsible**

Kahlil Ortiz

**Schedule**

Biweekly, from 8/31/2015 to 6/7/2016

***Evidence of Completion***

Common lesson plans, common assessments, Individual lesson plans

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

Comparison in student data

**Person Responsible**

Kahlil Ortiz

**Schedule**

Monthly, from 9/7/2015 to 6/7/2016

***Evidence of Completion***

DRA scores, MAP scores, Common Assessment scores, Journeys assessments, IStation data, IXL Data, Voyager Reading and Math

**G2.** Teachers and administrators will collaborate and reflect, through PLCs, to plan for and implement lessons that fully address the intent of the FL standards, thus causing an increase in student achievement. (Division Priority: Invest in Human Capital) 1

G072614

**G2.B1** Instructional staff will need time and training on implementing the PLC process with fidelity, in order to plan and execute lessons that fully address the intent of the FL standards. 2

B189475

**G2.B1.S2** Instructional staff will need time and training in order to use the tools. 4

S200796

### Strategy Rationale

Teachers will be able to provide better instruction with these tools and student performance will improve.

### Action Step 1 5

Time will be designated for collaborative planning and PLC's to meet.

#### Person Responsible

Kahlil Ortiz

#### Schedule

Weekly, from 9/2/2015 to 6/1/2016

#### Evidence of Completion

Lesson Plans and PLC minutes for all teams will be posted on the school SharePoint and will be reviewed on a regular basis.

### Action Step 2 5

Training will be provided throughout the year to teachers for IStation, Core Connections, Voyager Reading and Math, IXL, Go Quest, and DBQs.

#### Person Responsible

Linda Taconis

#### Schedule

Every 6 Weeks, from 9/8/2015 to 6/1/2016

#### Evidence of Completion

Use of new materials will be notated in Lesson Plans and PLC minutes by all teachers and teams and will be posted on the school's SharePoint where they will be reviewed on a regular basis.

**Plan to Monitor Fidelity of Implementation of G2.B1.S2 6**

There will be a review of PLC notes, lesson plans, collaboration with teams, and review of common assessment data.

**Person Responsible**

Kahlil Ortiz

**Schedule**

Biweekly, from 8/31/2015 to 6/7/2016

**Evidence of Completion**

Common lesson plans, common assessments, individual lesson plans, PLC team summaries

**Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7**

Review of student data to monitor progress.

**Person Responsible**

Kahlil Ortiz

**Schedule**

Monthly, from 9/7/2015 to 6/7/2016

**Evidence of Completion**

DRA scores, MAP scores, Common Assessment scores, Journeys assessments, Go Math assessments, IStation data, IXL data, Voyager Reading and Math Data, FSA and FCAT 2.0 data as well as grades will be monitored.

**Appendix 1: Implementation Timeline**

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Establish at least one Wednesday afternoon each month for staff development for all grade levels and teams. Staff development will include training for IStation, Core Connections, Voyager Reading and Math, IXL, Go Quest, and DBQ's.	Taconis, Linda	9/2/2015	Lesson Plans, Common Plans and Assessments, Student Data	6/1/2016 monthly
G2.B1.S2.A1	Time will be designated for collaborative planning and PLC's to meet.	Ortiz, Kahlil	9/2/2015	Lesson Plans and PLC minutes for all teams will be posted on the school SharePoint and will be reviewed on a regular basis.	6/1/2016 weekly

**Orange - 1181 - Dommerich Elementary - 2015-16 SIP**  
*Dommerich Elementary*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A2	Hold monthly data meetings	Ortiz, Kahlil	8/31/2015	The Principal and CRT will review team data and meet with the teams monthly to monitor student progress.	6/7/2016 monthly
G2.B1.S2.A2	Training will be provided throughout the year to teachers for IStation, Core Connections, Voyager Reading and Math, IXL, Go Quest, and DBQs.	Taconis, Linda	9/8/2015	Use of new materials will be notated in Lesson Plans and PLC minutes by all teachers and teams and will be posted on the school's SharePoint where they will be reviewed on a regular basis.	6/1/2016 every-6-weeks
G1.MA1	DRA scores, MAP scores, Common Assessment scores, Journeys assessments, IStation data, IXL Data, Voyager Reading and Math, MTSS data, report cards, and progress reports for ESE students	Ortiz, Kahlil	8/31/2015	Each grade level team will post all assessment scores on the Sharepoint so all assessments may be monitored by the principal and the teams.	6/8/2016 every-6-weeks
G1.B1.S1.MA1	Comparison in student data	Ortiz, Kahlil	9/7/2015	DRA scores, MAP scores, Common Assessment scores, Journeys assessments, IStation data, IXL Data, Voyager Reading and Math	6/7/2016 monthly
G1.B1.S1.MA1	Review of PLC notes, lesson plans, collaboration with teams, review of common assessment data	Ortiz, Kahlil	8/31/2015	Common lesson plans, common assessments, Individual lesson plans	6/7/2016 biweekly
G2.MA1	Data will be aggregated into all students and African American students at monthly data meetings with each grade level.	Ortiz, Kahlil	9/1/2015	All data for teams to include but not limited to: DRA's, IStation, Benchmark assessments, Journeys assessments, Go Math Assessments.	6/7/2016 monthly
G2.B1.S2.MA1	Review of student data to monitor progress.	Ortiz, Kahlil	9/7/2015	DRA scores, MAP scores, Common Assessment scores, Journeys assessments, Go Math assessments, IStation data, IXL data, Voyager Reading and Math Data, FSA and FCAT 2.0 data as well as grades will be monitored.	6/7/2016 monthly
G2.B1.S2.MA1	There will be a review of PLC notes, lesson plans, collaboration with teams, and review of common assessment data.	Ortiz, Kahlil	8/31/2015	Common lesson plans, common assessments, individual lesson plans, PLC team summaries	6/7/2016 biweekly

## 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.** Increase the use of standards-based instruction which will lead to an increase in student achievement.  
(Division Priority: Accelerate Student Performance)

**G1.B1** Instructional staff will need additional resources, tools and training on collaborating to create common instructional plans and assessments.

**G1.B1.S1** Training will be provided throughout the year to teachers for IStation, Core Connections, Voyager Reading and Math, IXL, Go Quest, and DBQs.

### **PD Opportunity 1**

Establish at least one Wednesday afternoon each month for staff development for all grade levels and teams. Staff development will include training for IStation, Core Connections, Voyager Reading and Math, IXL, Go Quest, and DBQ's.

#### **Facilitator**

Principal, Reading Resource Teacher, District personnel

#### **Participants**

All teachers

#### **Schedule**

Monthly, from 9/2/2015 to 6/1/2016

**G2.** Teachers and administrators will collaborate and reflect, through PLCs, to plan for and implement lessons that fully address the intent of the FL standards, thus causing an increase in student achievement. (Division Priority: Invest in Human Capital)

**G2.B1** Instructional staff will need time and training on implementing the PLC process with fidelity, in order to plan and execute lessons that fully address the intent of the FL standards.

**G2.B1.S2** Instructional staff will need time and training in order to use the tools.

### **PD Opportunity 1**

Time will be designated for collaborative planning and PLC's to meet.

#### **Facilitator**

Linda Taconis

#### **Participants**

All teachers and administrators

#### **Schedule**

Weekly, from 9/2/2015 to 6/1/2016

### **PD Opportunity 2**

Training will be provided throughout the year to teachers for IStation, Core Connections, Voyager Reading and Math, IXL, Go Quest, and DBQs.

#### **Facilitator**

Linda Taconis

#### **Participants**

All teachers and administrators

#### **Schedule**

Every 6 Weeks, from 9/8/2015 to 6/1/2016

## 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	Establish at least one Wednesday afternoon each month for staff development for all grade levels and teams. Staff development will include training for IStation, Core Connections, Voyager Reading and Math, IXL, Go Quest, and DBQ's.				\$3,900.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	5100	140-Substitute Teachers	1181 - Dommerich Elementary	General Fund		\$3,900.00
			<i>Notes: Substitutes will be paid from the school general fund for full days of training for K - 5 teachers</i>			
2	G1.B1.S1.A2	Hold monthly data meetings				\$0.00
3	G2.B1.S2.A1	Time will be designated for collaborative planning and PLC's to meet.				\$0.00
4	G2.B1.S2.A2	Training will be provided throughout the year to teachers for IStation, Core Connections, Voyager Reading and Math, IXL, Go Quest, and DBQs.				\$0.00
					<b>Total:</b>	<b>\$3,900.00</b>