

Orange County Public Schools

Dommerich Elementary



2017-18 Schoolwide Improvement Plan

Dommerich Elementary

601 N THISTLE LN, Maitland, FL 32751

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	22%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	25%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Dommerich Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

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

2. School Environment

a. 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 families of Kindergarten students and park visits to families of 1st and 2nd grade students. Families are invited to 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. We also take careful consideration in relationship building with our students in the exceptional education program. Through the multi-tiered support system (MTSS), we provide various interventions to ensure the individual needs of each child are met.

b. 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 Student Code of 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 area dedicated to car riders and a separate area for bus riders. Students in the YMCA after school program are housed in another area. 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.

c. 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 Student Code of Conduct. When a standard is not followed or a Student Code of 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 common areas - cafeteria, hallway, playground, and computer labs. When needed, our Behavior Specialist 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.

d. 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. The CHILL Counselor is 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. Also, our CHILL counselor, several teachers, and parent volunteers have 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. They also collaborate with other stakeholders to provide scholarships for student field trips.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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 Assistant Principal 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.

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

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	0	0	2	0	1	0	0	0	0	0	0	0	4
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	1	0	3	5	12	0	0	0	0	0	0	0	21
Retention	1	0	0	0	3	0	0	0	0	0	0	0	0	4
Referral	0	1	0	1	3	3	0	0	0	0	0	0	0	8

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	6	7	8	9	10	11		12
Students exhibiting two or more indicators	1	1	0	2	3	7	0	0	0	0	0	0	0	14

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

Administration will ensure that OCPS attendance and truancy policies are carefully followed by the registrar. Parents will be invited to be part of the Attendance Child Study Team.

The Dommerich Approach Committee has been established to review behavioral trends, discipline procedures, classroom management, and re-establish the Dommerich Standard. For the first week of school, the team created a digital flip chart reviewing rules and expectations for common areas (hallways, computer labs, cafeteria, recess field, etc). This flip chart will be presented to students quarterly to remind them of school expectations. Administration will keep a behavior intervention log of all incidents throughout the year.

To support the Tier II and Tier III instruction administration increased FBS/Enrichment periods from 30 to 45 minutes for all grade levels. Also, administration will be introducing an optional model of flexible skill groups during FBS/Enrichment. During our FBS/Enrichment period each day, students receive another layer of differentiated instruction, in which they rotate to groups for Prime Time. Paraprofessionals are scheduled accordingly to support students during these small group times of instruction.

Dommerich will also offer a tutoring program before school for students scoring a level 1 or 2 on the FSA in ELA.

Teachers work with students using a mixed model approach in which they have students rotate between small group with the teacher and individualized adaptive computer software. Resource teachers will provide additional support through a tier 3 intervention group for students who scored a level 1 or 2 on FSA Math.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

Parent involvement is culturally embedded at Dommerich. Dommerich's PTA has over 35 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 offer 30 + 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 (Maitland, Winter Park, and Eatonville); we will target reaching families from the less involved sectors.

2. 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 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 and Dommerich Foundation. 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, as well as campus facility enhancements and technology updates. The partnerships 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.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Verano, Karen	Principal
Permenter, Laura	Assistant Principal
Nimnicht, Lorie	Teacher, ESE
Ayd, Marcy	Instructional Media
Braxton, Eva	Instructional Coach
Baptist, Megan	Other
Swank, Carolina	Other
Matamoros, Ashley	Other

b. Duties

1. 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 goals of the school and trends. From this, action is taken.

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

CRT: participates in PLCs, provides instructional resources and support to teachers, and meets with each grade level team monthly to review data.

MTSS Resource: keeps the meeting logs and meets with teachers tracking data for lowest 25% and

highest 25%

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

Media Specialist: supports literacy throughout the school and manages instructional materials

2. 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, iReady assessments, DRAs, and standards based assessments to monitor student progress across the grade level.

Administration assigns paraprofessionals and resource 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Karen Verano	Principal
Jennifer Tanner	Parent
Paul Driscoll	Parent
Mary Squires	Teacher
Kendra Adamo	Parent
Dawn Gilts	Teacher
Dawn Jennemann	Teacher
Hope Mc David	Parent
Amy Orseno	Parent
Emily Raij	Parent
Cari Rotenberger	Parent
Lanie Sandridge	Parent
Julie Wood	Parent
Cynthia Forness	Parent
Matthew Presser	Business/Community
Jennifer August-Ruiz	Parent
Diana Bernal	Parent
Rachel Pierce	Parent
Stacy Wilde	Parent
Beth White	Parent
Erin Jozik	Parent
Eva Braxton	Teacher
Carolina Cardenas	Teacher
Eve Ferguson	Teacher
Cynthia Krulick	Teacher
Jennifer Trout	Teacher
Crissy Murphy	Teacher
Kristin Pilgrim	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

All goals for 2017-18 were addressed at the first SAC meeting in August 2017. The results for each area were shared and an explanation of the changes for this coming year were addressed. School grade categories of data, as well as district initiatives of DPLC was shared.

b. Development of this school improvement plan

This school improvement plan was created upon review of input from last year's AdvancEd survey from parents, faculty, staff, and students. 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.

c. Preparation of the school's annual budget and plan

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 2017-2018 school year.

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

School improvement funds will be used to support staff development for standards-based instruction. \$3,900 will be spent on staff development and the resources to support the training.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Verano, Karen	Principal
Aydt, Marcy	Instructional Media
Nimnicht, Lorie	Teacher, ESE
Braxton, Eva	Teacher, K-12
Permenter, Laura	Assistant Principal
Swank, Carolina	Other
Henry, Becky	Teacher, K-12
Strykul, Kelly	Teacher, K-12
LeFebvre, Jason	Teacher, K-12
Dooley, Rebekah	Teacher, K-12
Murphy, Cristin	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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. Teachers selected to be a part of LLT will lead the OCPS initiative of District Professional Learning Community (DPLC). With a primary focus this year on close reading strategies, this team of teachers will attend the DPLC trainings, focusing on student achievement and centered in teaching and learning. They will return to school to provide support and professional development to our staff in the area of close reading and instructional rounds.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Two planning sessions are set aside for teams to meet for collaborative planning. One of our leadership team members will join each planning as a resource and partner. During collaborative planning, 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.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All teachers are expected to utilize the standards-based resources during daily instruction. Administrative team members conduct walk throughs to monitor standards based instruction, alignment to MTP's and Scope and Sequence, and the correct use of learning goals and scales. Student learning will be monitored through common assessment data chats.

b. Instructional Strategies

1. 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 assess students using data collected from FLKRS, Measure of Academic Progress, iReady diagnostics, DRA and previous FSA or FCAT Science 2.0 and common assessments. All this assessment data is housed on the school collaboration site and serves as an electronic data warehouse. 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 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. Also, utilizing the Best Practices for Inclusive Education (BPIE) enables the school to determine needs and identify strategies for Tier II and Tier III interventions. Indicator 20 of the BPIE specifically focuses on multi-tiered system of student supports (MTSS). MTSS progress monitoring meetings happen monthly to discuss supports and progress needed.

2. 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: 1,200

Tutoring will take place outside of school hours two days per week for a minimum of 30 minutes. Students will work on leveled software combined with face to face lessons on targeted Reading and/or Math standards.

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

Permenter, Laura, laura.permenter@ocps.net

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

Multiple assessments of school based data collections will drive the instruction needed. Formative assessment will be used for face to face and the leveled software program will be monitored for student progress.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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 for a school tour. We regularly partner with our feeder middle school next door to support our student's transition.

b. College and Career Readiness

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

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. Additionally, we have students participating in Science Olympiad which culminates in a visit to UCF for the final competition. We also promote college and career readiness through our participation in Teach In.

2. 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 Science, Technology, Engineering, and Math (STEM) which are held on the campus of the University of Central Florida. For the 2017-2018 school year, we will implement Project Lead the Way for Kindergarten through second grade.

3. 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.

4. 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 utilizes tutoring to scaffold the learning for students not on grade level in reading and math.

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 learning gains in mathematics (Division Priority: Ensure career and college readiness)
- G2.** Increase learning gains in the lowest 25% in ELA and mathematics (Division Priority: Narrow the achievement gap)

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Increase learning gains in mathematics (Division Priority: Ensure career and college readiness) 1a

G095271

Targets Supported 1b

Indicator	Annual Target
Math Gains	70.0

Targeted Barriers to Achieving the Goal 3

- Teachers need professional development and ongoing support in planning and designing high level tasks that relate to the Florida Standards in English Math.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Administrators will support job embedded professional development.
- Instructional Coach will support teachers.

Plan to Monitor Progress Toward G1. 8

Math unit data will be collected according to the districts scope and sequence. Also, the iReady diagnostic will be given three times per year in Math.

Person Responsible

Carolina Swank

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

The teachers will put their unit data on their class data sheets located on the school collaboration site. This data will include the students' learning goal targets needed to achieve learning gains for the 2017-2018 FSA. This unit data will be analyzed for instructional needs during professional learning community meetings. Administration will rotate to meet monthly with teachers in order to support the direction of teaching and learning.

G2. Increase learning gains in the lowest 25% in ELA and mathematics (Division Priority: Narrow the achievement gap) 1a

G095272

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	65.0
Math Lowest 25% Gains	60.0

Targeted Barriers to Achieving the Goal 3

- Offering small group interventions and reteach daily with consistency.

Resources Available to Help Reduce or Eliminate the Barriers 2

- time, curriculum choices, additional small group support
- District PLC

Plan to Monitor Progress Toward G2. 8

Data will be aggregated into subgroups of students at data meetings.

Person Responsible

Karen Verano

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

All data for teams to include but not limited to: DRA's, i-Ready, MAP, Standards 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 learning gains in mathematics (Division Priority: Ensure career and college readiness) 1

 G095271

G1.B1 Teachers need professional development and ongoing support in planning and designing high level tasks that relate to the Florida Standards in English Math. 2

 B256447

G1.B1.S1 Administrators and leadership will support teachers during planning sessions in order to guide the use of resources to ensure the highest level of thinking is embedded for the standards. 4

 S271216

Strategy Rationale

Teachers need support in building high level tasks that relate to the Florida Standards and the Test Specifications.

Action Step 1 5

Administration and leadership will join planning sessions weekly.

Person Responsible

Karen Verano

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Leadership will share findings and guidance needed during weekly leadership meetings.

Action Step 2 5

Administration hired a part time math resource person.

Person Responsible

Karen Verano

Schedule

On 6/1/2018

Evidence of Completion

Weekly instructional team meetings, data progress monitoring documents, common assessments

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

The administration and leadership will monitor student progress through math data

Person Responsible

Karen Verano

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

The teachers log standards assessments on the school collaboration site data sheets.

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

The administration and leadership should not have to lead the session but become part of the planning sessions as a participant.

Person Responsible

Karen Verano

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

The leadership will add to the agenda a discussion of their roles in each teams planning sessions.

G2. Increase learning gains in the lowest 25% in ELA and mathematics (Division Priority: Narrow the achievement gap) **1**

 G095272

G2.B1 Offering small group interventions and reteach daily with consistency. **2**

 B256449

G2.B1.S1 Support for lowest 25% through additional resource support, increased FBS minutes, implementation of mentor program, and promoting of enrichment opportunities. **4**

 S271218

Strategy Rationale

More time per day will offer more gains and reduce learning gaps.

Action Step 1 **5**

The master schedule was built with 45 minutes for intervention.

Person Responsible

Laura Permenter

Schedule

Biweekly, from 8/14/2017 to 8/14/2017

Evidence of Completion

The master schedule is entered into the students information systems.

Action Step 2 **5**

Tutoring will be offered outside the school day.

Person Responsible

Laura Permenter

Schedule

Daily, from 1/3/2017 to 4/28/2017

Evidence of Completion

Student sign in sheets.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Leadership will complete walk-throughs in classroom to be sure adherence to the schedule.

Person Responsible

Karen Verano

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Coaching observations on Effective Educators.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Teachers will analyze data from groupings.

Person Responsible

Carolina Swank

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Leadership will meet with teachers to have data chats.

G2.B1.S2 Paraprofessionals will be trained to assist in the delivery of tier 2 intervention to allow for smaller groups. 4

 S271219

Strategy Rationale

Small groups will provide support for instructional gains.

Action Step 1 5

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

Person Responsible

Carolina Swank

Schedule

Weekly, from 8/14/2017 to 6/1/2018

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. Small Group Lesson Plans (interventions) will also be reviewed.

Action Step 2 5

Training will be provided throughout the year to teachers for IStation, Core Connections, DBQs, and DPLCs

Person Responsible

Carolina Swank

Schedule

Every 6 Weeks, from 8/14/2017 to 6/1/2018

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

Karen Verano

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

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

Carolina Swank

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

DRA scores, Common Assessment scores, IStation data, FSA and FCAT 2.0 data as well as grades will be monitored.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B1.S1.A2  A363523	Tutoring will be offered outside the school day.	Permenter, Laura	1/3/2017	Student sign in sheets.	4/28/2017 daily
G2.B1.S1.A1  A363522	The master schedule was built with 45 minutes for intervention.	Permenter, Laura	8/14/2017	The master schedule is entered into the students information systems.	8/14/2017 biweekly
G1.MA1  M388569	Math unit data will be collected according to the districts scope and sequence. Also, the iReady...	Swank, Carolina	8/14/2017	The teachers will put their unit data on their class data sheets located on the school collaboration site. This data will include the students' learning goal targets needed to achieve learning gains for the 2017-2018 FSA. This unit data will be analyzed for instructional needs during professional learning community meetings. Administration will rotate to meet monthly with teachers in order to support the direction of teaching and learning.	6/1/2018 biweekly
G2.MA1  M388574	Data will be aggregated into subgroups of students at data meetings.	Verano, Karen	8/14/2017	All data for teams to include but not limited to: DRA's, i-Ready, MAP, Standards Assessments	6/1/2018 monthly
G1.B1.S1.MA1  M388567	The administration and leadership should not have to lead the session but become part of the...	Verano, Karen	8/14/2017	The leadership will add to the agenda a discussion of their roles in each teams planning sessions.	6/1/2018 monthly
G1.B1.S1.MA1  M388568	The administration and leadership will monitor student progress through math data	Verano, Karen	8/14/2017	The teachers log standards assessments on the school collaboration site data sheets.	6/1/2018 weekly
G1.B1.S1.A1  A363520	Administration and leadership will join planning sessions weekly.	Verano, Karen	8/14/2017	Leadership will share findings and guidance needed during weekly leadership meetings.	6/1/2018 weekly
G1.B1.S1.A2  A363521	Administration hired a part time math resource person.	Verano, Karen	8/7/2017	Weekly instructional team meetings, data progress monitoring documents, common assessments	6/1/2018 one-time
G2.B1.S1.MA1  M388570	Teachers will analyze data from groupings.	Swank, Carolina	8/14/2017	Leadership will meet with teachers to have data chats.	6/1/2018 monthly
G2.B1.S1.MA1  M388571	Leadership will complete walk-throughs in classroom to be sure adherence to the schedule.	Verano, Karen	8/14/2017	Coaching observations on Effective Educators.	6/1/2018 weekly
G2.B1.S2.MA1  M388572	Review of student data to monitor progress.	Swank, Carolina	8/14/2017	DRA scores, Common Assessment scores, IStation data, FSA and FCAT 2.0 data as well as grades will be monitored.	6/1/2018 monthly
G2.B1.S2.MA1  M388573	There will be a review of PLC notes, lesson plans, collaboration with teams, and review of common...	Verano, Karen	8/14/2017	Common lesson plans, common assessments, individual lesson plans, PLC team summaries	6/1/2018 biweekly
G2.B1.S2.A1  A363524	Time will be designated for collaborative planning and PLC's to meet.	Swank, Carolina	8/14/2017	Lesson Plans and PLC minutes for all teams will be posted on the school SharePoint and will be reviewed on a regular basis. Small Group Lesson Plans (interventions) will also be reviewed.	6/1/2018 weekly
G2.B1.S2.A2  A363525	Training will be provided throughout the year to teachers for IStation, Core Connections, DBQs, and...	Swank, Carolina	8/14/2017	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.	6/1/2018 every-6-weeks

V. Professional Development Opportunities

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

G1. Increase learning gains in mathematics (Division Priority: Ensure career and college readiness)

G1.B1 Teachers need professional development and ongoing support in planning and designing high level tasks that relate to the Florida Standards in English Math.

G1.B1.S1 Administrators and leadership will support teachers during planning sessions in order to guide the use of resources to ensure the highest level of thinking is embedded for the standards.

PD Opportunity 1

Administration and leadership will join planning sessions weekly.

Facilitator

Karen Verano, Laura Permenter, Carolina Cardenas, Eva Braxton

Participants

teachers

Schedule

Weekly, from 8/14/2017 to 6/1/2018

G2. Increase learning gains in the lowest 25% in ELA and mathematics (Division Priority: Narrow the achievement gap)

G2.B1 Offering small group interventions and reteach daily with consistency.

G2.B1.S2 Paraprofessionals will be trained to assist in the delivery of tier 2 intervention to allow for smaller groups.

PD Opportunity 1

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

Facilitator

Carolina Cardenas, Eva Braxton

Participants

All teachers and administrators

Schedule

Weekly, from 8/14/2017 to 6/1/2018

PD Opportunity 2

Training will be provided throughout the year to teachers for IStation, Core Connections, DBQs, and DPLCs

Facilitator

Carolina Cardenas, Eva Braxton, Megan Baptist

Participants

All teachers and administrators

Schedule

Every 6 Weeks, from 8/14/2017 to 6/1/2018

VI. Technical Assistance Items

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