

St. Lucie Public Schools

Windmill Point Elementary School



2017-18 Schoolwide Improvement Plan

Windmill Point Elementary School

700 SW DARWIN BLVD, Port St Lucie, FL 34953

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

School Demographics

School Type 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	Yes	78%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	64%

School Grades History

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

**Informational Baseline School Grade*

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

School Board Approval

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

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district 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 Windmill Point Elementary School

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.

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

b. Provide the school's vision statement.

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

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

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

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

2. School Environment

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

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

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

As part of being a Kids at Hope school, each student is expected to designate an "ACE" which is a caring adult on campus who the student has identified as someone they can trust and connect with.

Teachers and staff are trained in what it means to be an ACE and how to build relationships with students. Additionally, our school utilizes the PBIS model for maintaining school-wide rules and expectations. In using this model, students are frequently recognized for following expectations through verbal and token praise. These school-wide expectations also keep students safe, and clear procedures have been established when behavior rises to a level of making other students unsafe. Teachers and staff are trained annually to recognize bullying and harassment type behaviors. A clear process has been established for students and adults to use when they feel they are being bullied or harassed on campus.

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.

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

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.

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

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.

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

1. School-wide supports will provide students with consistent attention to their progress and support at critical junctures. Such strategies can include fifth-grade transition strategies, strong behavior and

attendance policies, or school wide incentives for meeting certain goals.

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

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

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	33	22	22	18	11	1	0	0	0	0	0	0	0	107
One or more suspensions	1	2	3	2	1	1	0	0	0	0	0	0	0	10
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	0	0	30	36	36	0	0	0	0	0	0	0	102
Retentions	0	0	2	16	15	14	0	0	0	0	0	0	0	47

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	0	2	22	8	0	0	0	0	0	0	0	0	33

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

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

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

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

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?

Yes

1. PFEP Link

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

2. Description

I. Engage Title I as Partners in Planning

Involve Title I parents in jointly developing, implementing, and revising the Family and Community Engagement Policy and the District Title I Family Involvement Plan.

- a. Provide informational workshops to Title 1 Parents throughout the year on the Family and Community Engagement Policy and Plan
- b. Annually assess the implementation of the Family and Community Engagement Policy and Plan with the input of Title 1 families to measure the effectiveness of the policy and the degree to which annual goals have been met.
- c. Provide opportunities throughout the year for Title I families to participate in the dialogue and decision making to Title I school programs. This will include feedback on the school budget, including Title 1 funds.
- d. Develop partnerships with community based organizations to coordinate and promote effective parent involvement programs and activities at Title I schools, including community support for school initiatives.

II Expand and Support Effective Strategies to Involve Parents

- a. Provide a menu of workshops that provide families with information on how to improve student achievement
- b. Provide online opportunities for Title I parents to learn about best practices to improve student achievement/school performance (webinars)
- c. Make information available such as the St. Lucie County Parent Resource Center, to Title I parents through the school website
- d. Develop and use effective communication methods to ensure all Title I families, regardless of income, ethnic background, or language share and receive school to home, and home to school communications about district and school level programs and activities. (postcards, brochures, email)
- e. Provide communications regarding ESOL to the extent possible in language and format that parents can understand. Translations of all documents that go home to families in Spanish and other appropriate languages .
- f. Provide reasonable supports and resources associated with parent involvement activities as requested by Title I parents,.
- g. Maximize family involvement and participation by scheduling a meeting at a variety of times/ locations that are convenient to Title I families.

III Build Capacity of Parent, Educators, and Community to Help School Achievement

- a. Provide assistance to Title I parents in understanding FLDOE's academic content standards (CCSS/NGSSS) , state and local assessments, Title I requirements, monitoring of their child's progress and working with the school to improve student achievement
- b. Offer workshops twice a year to Title I parents on understanding academic standards and assessments

- c. Offer workshops to Title I parents and community members associated with Title I schools to empower them to share information with other Title I parents about standards, assessments, requirements, transitions in school, and supporting their child's learning (parent to parent)

IV. Coordinate and Integrate Strategies with Other Groups that Support Parent Involvement

- a. Promote and Support an Early Learning Fair
- b. Countdown to Kindergarten
- c. Resources for Title I parents on options for Early Learning
- d. FCAT Awareness /PARCC Shift
- e. Develop appropriate roles for community based organizations and businesses in parental involvement activities, recruit partners and volunteers to support Title I parent involvement efforts

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.

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

The principal will:

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

The School Coordinator will:

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

Members of the Business Partnership Committee will:

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

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

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

Annual reenlistment will be encouraged to help sustain our partnerships.

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
Ortega, Nicole	Principal
Joie, Jade	School Counselor
Jenkins, Angela	Instructional Coach
Nigro, Kelly	Assistant Principal
Rife, Paige	Teacher, ESE
Wright, Marissa	Instructional Coach

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 leadership team meets at least twice a month (more often if needed) formally to plan for the priorities and functions of the school for the coming month. Each member shares the ongoing and upcoming work of their department and progress is monitored. The leadership team also discusses and assesses important decisions which need to be made. The team determines whether the decision is one it needs to make or one that needs to be shared with other stakeholders for

consensus. The leadership team also meets throughout the month on an informal basis for updates and progress monitoring.

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

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

Angela Jenkins, Instructional Coach - Provides support to all teachers through feedback and modeling, participates in collaborative planning, provides professional development on standards, assessment creation, instruction, monitors teacher and student data, provides reflective feedback to teachers through classroom walk-throughs, assist teams with the implementation of the district instructional sequence of standards and units, provide mini assessments and resources, assist teachers with tracking students' progress.

Marissa Wright - MTSS Intervention Coach - Monitors the processes of MTSS at the school through analyzing progress monitoring data and group creation, provides intervention resources and guidance, ensures fidelity in MTSS instruction, provides support to all teachers through feedback and modeling, and assist teachers with tracking students' progress.

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

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

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.

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

with our SIP goal, delivery of standards-based instruction, analyzing and tracking data, providing feedback and implementing the focused, data-driven model.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Nicole Ortega	Principal
Melody Fletcher	Teacher
Paula Cavallo	Education Support Employee
Mary-Kate Wiemer	Parent
Estelle Nozisolt	Parent
Candance Nguyen	Parent
Rachel Richards	Parent
Samantha Carroy	Parent
Idalisa Tasama	Parent
Rebecca Grives	Education Support Employee
Anne Defalco	Student

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

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

b. Development of this school improvement plan

The SAC committee was instrumental in the development and implementation of the School Improvement Plan throughout the 2016-2017 school year. At the end of last school year, a tentative goal and action steps were developed and the SAC members reviewed and approved our goals. SAC members will be involved in monthly updates during which they will be able to offer additional input to be considered as the SIP is revisited throughout the year.

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

The preliminary budget for the 2017-2018 SY is currently being reviewed by the SAC committee and will tentatively be approved during the September 2017 meeting. The SAC committee will be instrumental in planning and approval of the appropriated budget 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 in the amount of \$4,012 were used to enhance student technology. The remaining funds were spent to provide professional development and time for collaboration among teachers. Ultimately, ensuring that data driven standards based instruction was fully understood and properly implemented.

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
Ortega, Nicole	Principal
Jenkins, Angela	Instructional Coach
Nigro, Kelly	
Haynes, Anna	Instructional Coach
Wright, Marissa	Instructional Coach
Kincaid, Alyssa	
Rife, Paige	Teacher, ESE
Perez, Michelle	Teacher, K-12

b. Duties

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

The Literacy Leadership Team will:

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

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.

Our goal from our SIP last year and again this year is a focus on standards-based instruction through collaborative planning and data-driven instruction. Extensive work was completed last year in our focus on collaborative planning and data-driven instruction. Teams are provided common planning times daily, during which they meet to examine the standards, reflect on common assessments, collaboratively plan for instruction as well as address diverse learner needs. Teams create standards-based lessons which are accessible to all team members, and leadership team members, through Planbook. Administrators and coaches participate in collaborative planning sessions daily to provide support and guidance through the process. Coaches will examine ILU's prior to attending planning to provide assessments, resources and standards-based guidance during collaborative planning. Additionally, all teachers will begin implementing the collaborative planning process and teams will develop common expectations for collaborative planning. During collaborative planning teams will: set team norms, identify facilitation techniques, analyze test item specs, and develop HOT questions. Furthermore, this year we are providing additional support for teachers to collaboratively plan for integrated literacy units, analyze data and differentiate instruction for all learners.

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

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

Person Responsible: Nicole Ortega, Principal

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

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

Person Responsible: Kelly Nigro

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.

At Windmill Point, in order to ensure that our instructors align the core to the Florida standards, we consistently refer our teachers to the Florida Educator Accomplished Practices (FEAPs), State Board

Rule 6A-5.065, F.A.C., which are foundations for the inclusion of high effect size indicators in instructional and evaluation systems. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.

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

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

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

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

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

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

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

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

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.

Step 1:

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

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

Step 2:

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

- a. Implementing district instructional sequence calendars which identify specific time frames for instruction and assessments of standards.
- b. Students and teachers will use data tracking sheets to set goals, reflect on progress towards mastery of the standard, and make revisions to instruction
- c. Quality Instruction meetings will occur weekly for teams to reflect on data and instruction.

Step 3:

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

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 Year

Minutes added to school year: 4,200

Strategy Description

Students are provided intensive core academic instruction in the areas of ELA and Math with an intentional focus on IEP goals in order to close the academic achievement gap.

Strategy Rationale

There is a significant gap between our non-disabled students and students identified as having a learning disability.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Rife, Paige, paige.rife@stlucieschools.org

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

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

Data and work samples are collected throughout the summer for each student. At IEP meetings, the extended school year intervention data is reviewed and utilized to determine future services and/or placement.

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.

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

Physical Development
Approaches to Learning
Social and Emotional Development
Language, Communication, and Emergent Literacy

Cognitive Development and General Knowledge

Each VPK classroom also receives oral language/vocabulary, literacy and classroom management support from a team of highly qualified professionals.

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

For our outgoing fifth grade students with disabilities, transition meetings are held between WMP and the receiving school.

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.

N/A

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

N/A

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

N/A

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.

N/A

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** To improve the effective delivery of the Florida State Standards by utilizing engagement strategies to increase student achievement.

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. To improve the effective delivery of the Florida State Standards by utilizing engagement strategies to increase student achievement. 1a

G096281

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Teachers lack deep understanding of the full intent of the standards including rigor and levels of complexity.
- The teachers need a clear understanding of the new integrated units of study within ELA in order to plan for standards-based instruction.
- General Ed. teacher and special ed. teacher lack communication and strategies to meet the needs of the special education population.
- Teachers need a clear understanding of the strategies for teaching and learning. (Framework for Quality Instruction)
- Primary teachers lack the understanding of how to determine the appropriate reading level of students and how to instruct them on that reading level.
- Teachers need to know when it is appropriate to utilize specific strategies based on content segments.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Daily Collaborative Planning
- Instructional coaches to support teachers in the areas of Math and ELA.
- Test-item specifications are available for 3-5 for reading, math, and science.
- Common Unit Assessments provided by SLC Public Schools to use in the collaborative process to plan for rigorous instruction.
- Text Sets provided for each student.
- Benchmark Assessment System (BAS) for determining reading levels.
- Daily 5 Book and monthly PD from District PD department

Plan to Monitor Progress Toward G1. 8

Unit Assessments
Iready Diagnostic
Monthly fluency probes
Monthly writing assessment data

Person Responsible

Nicole Ortega

Schedule

Monthly, from 9/11/2017 to 5/31/2018

Evidence of Completion

Lesson Plans Walk-through data Assessment data (unit assessments, Iready diagnostic results, fluency data, monthly writing data) by sub-group Collaborative Planning Meetings

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

 = Problem Solving Step  S123456 = Quick Key

G1. To improve the effective delivery of the Florida State Standards by utilizing engagement strategies to increase student achievement. **1**

 G096281

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

 B259083

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

 S274359

Strategy Rationale

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

Action Step 1 **5**

Monitor the implementation of collaborative planning process.

Person Responsible

Nicole Ortega

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Observations from collaborative planning, classroom walk-throughs, and quality instruction meetings.

Action Step 2 **5**

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

Person Responsible

Angela Jenkins

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Coaches confirm delivery of resources to all teachers.

Action Step 3 5

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

Person Responsible

Nicole Ortega

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Administration observation.

Action Step 4 5

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

Person Responsible

Nicole Ortega

Schedule

Quarterly, from 10/23/2017 to 5/31/2018

Evidence of Completion

Common Expectations for Collaborative Planning Form

Action Step 5 5

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

Person Responsible

Nicole Ortega

Schedule

Daily, from 8/14/2017 to 5/31/2018

Evidence of Completion

Walk-through calendar, published feedback.

Action Step 6 5

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

Person Responsible

Nicole Ortega

Schedule

On 5/31/2018

Evidence of Completion

ERO

Action Step 7 5

Provide time and support for collaborative planning within the work day 3 times a year for all classroom teachers k-5.

Person Responsible

Nicole Ortega

Schedule

On 5/31/2018

Evidence of Completion

Lesson Plans, Unit Assessment Results

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

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

Person Responsible

Nicole Ortega

Schedule

Biweekly, from 9/12/2017 to 5/31/2018

Evidence of Completion

Leadership Team Agenda & Minutes

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

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

Person Responsible

Nicole Ortega

Schedule

Daily, from 5/31/2018 to 5/31/2018

Evidence of Completion

Walkthrough Data

G1.B2 The teachers need a clear understanding of the new integrated units of study within ELA in order to plan for standards-based instruction. 2

 B259084

G1.B2.S1 The integrated units of study contain multiple standards clustered together based on a unit, theme, or topic. 4

 S274360

Strategy Rationale

In the past, we have taught standards in isolation. This is a different approach to teaching and monitoring mastery of multiple standards.

Action Step 1 5

Review on how to use the Integrated Units of Study

Person Responsible

Nicole Ortega

Schedule

Monthly, from 8/21/2017 to 11/6/2017

Evidence of Completion

Lesson plans, walk-throughs, assessment data

Action Step 2 5

Time for collaborative planning during school day three times a year to gain a clear understanding of how to implement the integrated units of study.

Person Responsible

Nicole Ortega

Schedule

Triannually, from 9/11/2017 to 5/31/2018

Evidence of Completion

Lesson plans, classroom walk-throughs, assessment data

Action Step 3 5

Instructional coaches co-facilitate collaborative planning in order to clear up misconceptions and help teachers gain a deeper understanding of the integrated units of study.

Person Responsible

Angela Jenkins

Schedule

On 5/31/2018

Evidence of Completion

Lesson Plans, Classroom Walk-throughs, Assessment Data

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

Classroom walk-throughs will be conducted and weekly data chats will take place.

Person Responsible

Nicole Ortega

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Walk-through Data and Assessment Data

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

Monitor Lesson Plans and observe collaborative planning.

Person Responsible

Kelly Nigro

Schedule

On 5/31/2018

Evidence of Completion

Lesson Plans Improved Unit Assessment Scores

G1.B3 General Ed. teacher and special ed. teacher lack communication and strategies to meet the needs of the special education population. **2**

 B259085

G1.B3.S1 Host a collaborative teaching training for general ed. teachers and special education teachers. (BPIE # 28) **4**

 S274361

Strategy Rationale

This training will give teachers specific strategies to work together while receiving ongoing feedback for improved instructional practices.

Action Step 1 **5**

FDLRS will provide training for general education teachers and special education teachers to understand how to work together and incorporate strategies to meet the needs of students with disabilities.

Person Responsible

Paige Rife

Schedule

Quarterly, from 9/12/2017 to 5/31/2018

Evidence of Completion

Sign-In sheets, walk-throughs, lesson plans, student achievement data

Plan to Monitor Fidelity of Implementation of G1.B3.S1 **6**

FIN will follow-up with teachers quarterly as well as weekly walk-throughs from administration.

Person Responsible

Nicole Ortega

Schedule

Weekly, from 9/11/2017 to 5/31/2018

Evidence of Completion

Student Data, Walk-through data, lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

FIN will meet with teachers quarterly to observe and provide feedback on the collaborative instructional strategies being implemented in the classroom.

Person Responsible

Nicole Ortega

Schedule

Quarterly, from 9/11/2019 to 9/11/2019

Evidence of Completion

Professional Development, Sign-In Sheets, Lesson Plans

G1.B3.S2 Providing time in the schedule weekly for general education teachers and special education teachers to meet to plan for specific needs of students they teach. (BPIE # 28) 4

 S274362

Strategy Rationale

Collaborative planning addresses the team planning for the week, this planning would address individual needs of students with disabilities for the week.

Action Step(s) Missing for Goal #1, Barrier #3, Strategy #2
Complete one or more action steps for this Strategy or de-select it

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Visit planning time that has been scheduled for general education teacher and special education teacher.

Person Responsible

Paige Rife

Schedule

Weekly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Observation, Lesson Plan Data

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Teachers are planning and implementing the strategies planned for in the general education classroom on a consistent basis.

Person Responsible

Paige Rife

Schedule

Weekly, from 9/26/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, Observation, Student Data

G1.B3.S3 Professional Development for all paraprofessionals to clarify their roles and provide instructional strategies to use with SWD in the general education classroom. (BPIE # 26) 4

 S274363

Strategy Rationale

Paraprofessionals need a clear understanding of their roles and responsibilities and are equipped with strategies to reach all students.

Action Step 1 5

Design and Present on-going professional development for all paraprofessionals in order for them to understand their role and be able to implement strategies for students with disabilities.

Person Responsible

Paige Rife

Schedule

Quarterly, from 10/3/2017 to 5/31/2018

Evidence of Completion

Professional Development Sign-In Sheets, Walk-through Data, Student Data

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

A calendar will be created to schedule professional development for paraprofessionals throughout the year.

Person Responsible

Paige Rife

Schedule

On 10/3/2017

Evidence of Completion

Calendar of events

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

Create and distribute surveys to the general education teachers, special education teachers, and paraprofessionals to determine the pre- and post effectiveness of the strategies implemented.

Person Responsible

Paige Rife

Schedule

Semiannually, from 10/3/2017 to 5/31/2018

Evidence of Completion

Survey Results

G1.B3.S4 Attend Professional Development on The Universal Design for Learning (UDL). (BPIE #24) 4

 S274364

Strategy Rationale

Participants will learn the framework of UDL and how it is implemented to improve teaching and learning.

Action Step 1 5

All teachers and paraprofessionals will attend the UDL training provided by FDLRS

Person Responsible

Paige Rife

Schedule

On 11/14/2017

Evidence of Completion

Lesson Plans Walkthrough Data Increased student achievement for SWD

Plan to Monitor Fidelity of Implementation of G1.B3.S4 6

FDLRS will provide initial and on-going training on the Universal Design for Learning.

Person Responsible

Paige Rife

Schedule

Quarterly, from 10/12/2016 to 6/2/2018

Evidence of Completion

Professional Development sign-in sheets

Plan to Monitor Effectiveness of Implementation of G1.B3.S4 7

Teacher implementation of UDL strategies.

Person Responsible

Nicole Ortega

Schedule









Weekly, from 10/12/2017 to 5/31/2018

Evidence of Completion

Walk-through data, student achievement data

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					
G1.B3.S2.MA1 M395779	Teachers are planning and implementing the strategies planned for in the general education...	Rife, Paige	9/26/2016	Lesson Plans, Observation, Student Data	6/2/2017 weekly
G1.B3.S2.MA1 M395780	Visit planning time that has been scheduled for general education teacher and special education...	Rife, Paige	9/26/2016	Observation, Lesson Plan Data	6/2/2017 weekly
G1.B3.S3.MA1 M395782	A calendar will be created to schedule professional development for paraprofessionals throughout...	Rife, Paige	10/3/2017	Calendar of events	10/3/2017 one-time
G1.B2.S1.A1 A368271	Review on how to use the Integrated Units of Study	Ortega, Nicole	8/21/2017	Lesson plans, walk-throughs, assessment data	11/6/2017 monthly
G1.B3.S4.A1 A368276	All teachers and paraprofessionals will attend the UDL training provided by FDLRS	Rife, Paige	10/10/2017	Lesson Plans Walkthrough Data Increased student achievement for SWD	11/14/2017 one-time
G1.MA1 M395785	Unit Assessments Iready Diagnostic Monthly fluency probes Monthly writing assessment data	Ortega, Nicole	9/11/2017	Lesson Plans Walk-through data Assessment data (unit assessments, Iready diagnostic results, fluency data, monthly writing data) by sub-group Collaborative Planning Meetings	5/31/2018 monthly
G1.B1.S1.MA1 M395773	Classroom walkthrough data will reflect instruction that is fully aligned to the rigor of the...	Ortega, Nicole	5/31/2018	Walkthrough Data	5/31/2018 daily
G1.B1.S1.MA1 M395774	Twice monthly, the leadership team will review the action plan to ensure implementation of each...	Ortega, Nicole	9/12/2017	Leadership Team Agenda & Minutes	5/31/2018 biweekly
G1.B1.S1.A1 A368264	Monitor the implementation of collaborative planning process.	Ortega, Nicole	8/14/2017	Observations from collaborative planning, classroom walk-throughs, and quality instruction meetings.	5/31/2018 weekly
G1.B1.S1.A2 A368265	Providing all teachers with hard copies of state and district resources that outline the standards...	Jenkins, Angela	8/14/2017	Coaches confirm delivery of resources to all teachers.	5/31/2018 weekly
G1.B1.S1.A3 A368266	Instructional Coaches will co-facilitate collaborative planning sessions, supporting teams to...	Ortega, Nicole	8/14/2017	Administration observation.	5/31/2018 weekly
G1.B1.S1.A4 A368267	Provide opportunities for teams to observe other teams in the collaborative planning process,...	Ortega, Nicole	10/23/2017	Common Expectations for Collaborative Planning Form	5/31/2018 quarterly
G1.B1.S1.A5 A368268	Conduct focused classroom walk throughs and provide feedback relative to standards-based...	Ortega, Nicole	8/14/2017	Walk-through calendar, published feedback.	5/31/2018 daily
G1.B1.S1.A6 A368269	Based on walkthrough trends, provide professional development for teachers on specific...	Ortega, Nicole	9/25/2017	ERO	5/31/2018 one-time
G1.B1.S1.A7 A368270	Provide time and support for collaborative planning within the work day 3 times a year for all...	Ortega, Nicole	8/14/2017	Lesson Plans, Unit Assessment Results	5/31/2018 one-time
G1.B2.S1.MA1 M395775	Monitor Lesson Plans and observe collaborative planning.	Nigro, Kelly	9/12/2017	Lesson Plans Improved Unit Assessment Scores	5/31/2018 one-time
G1.B2.S1.MA1 M395776	Classroom walk-throughs will be conducted and weekly data chats will take place.	Ortega, Nicole	8/14/2017	Walk-through Data and Assessment Data	5/31/2018 weekly
G1.B2.S1.A2 A368272	Time for collaborative planning during school day three times a year to gain a clear understanding...	Ortega, Nicole	9/11/2017	Lesson plans, classroom walk-throughs, assessment data	5/31/2018 triannually

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A3  A368273	Instructional coaches co-facilitate collaborative planning in order to clear up misconceptions and...	Jenkins, Angela	9/5/2017	Lesson Plans, Classroom Walk-throughs, Assessment Data	5/31/2018 one-time
G1.B3.S1.MA1  M395778	FIN will follow-up with teachers quarterly as well as weekly walk-throughs from administration.	Ortega, Nicole	9/11/2017	Student Data, Walk-through data, lesson plans	5/31/2018 weekly
G1.B3.S1.A1  A368274	FDLRS will provide training for general education teachers and special education teachers to...	Rife, Paige	9/12/2017	Sign-In sheets, walk-throughs, lesson plans, student achievement data	5/31/2018 quarterly
G1.B3.S3.MA1  M395781	Create and distribute surveys to the general education teachers, special education teachers, and...	Rife, Paige	10/3/2017	Survey Results	5/31/2018 semiannually
G1.B3.S3.A1  A368275	Design and Present on-going professional development for all paraprofessionals in order for them to...	Rife, Paige	10/3/2017	Professional Development Sign-In Sheets, Walk-through Data, Student Data	5/31/2018 quarterly
G1.B3.S4.MA1  M395783	Teacher implementation of UDL strategies.	Ortega, Nicole	10/12/2017	Walk-through data, student achievement data	5/31/2018 weekly
G1.B3.S4.MA1  M395784	FDLRS will provide initial and on-going training on the Universal Design for Learning.	Rife, Paige	10/12/2016	Professional Development sign-in sheets	6/2/2018 quarterly
G1.B3.S1.MA1  M395777	FIN will meet with teachers quarterly to observe and provide feedback on the collaborative...	Ortega, Nicole	9/11/2019	Professional Development, Sign-In Sheets, Lesson Plans	9/11/2019 quarterly

V. Professional Development Opportunities

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

G1. To improve the effective delivery of the Florida State Standards by utilizing engagement strategies to increase student achievement.

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

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

PD Opportunity 1

Monitor the implementation of collaborative planning process.

Facilitator

Leadership Team

Participants

All teachers in K-5

Schedule

Weekly, from 8/14/2017 to 5/31/2018

PD Opportunity 2

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

Facilitator

Instructional Coaches, Administration

Participants

All teachers K-5

Schedule

Quarterly, from 10/23/2017 to 5/31/2018

PD Opportunity 3

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

Facilitator

Instructional Coaches, Administration

Participants

All teachers

Schedule

On 5/31/2018

PD Opportunity 4

Provide time and support for collaborative planning within the work day 3 times a year for all classroom teachers k-5.

Facilitator

Administration and Instructional coaches

Participants

All k-5 teachers

Schedule

On 5/31/2018

G1.B2 The teachers need a clear understanding of the new integrated units of study within ELA in order to plan for standards-based instruction.

G1.B2.S1 The integrated units of study contain multiple standards clustered together based on a unit, theme, or topic.

PD Opportunity 1

Review on how to use the Integrated Units of Study

Facilitator

Instructional Coaches

Participants

All K-5 Teachers

Schedule

Monthly, from 8/21/2017 to 11/6/2017

PD Opportunity 2

Time for collaborative planning during school day three times a year to gain a clear understanding of how to implement the integrated units of study.

Facilitator

Instructional coaches and administration

Participants

All K-5 Teachers

Schedule

Triannually, from 9/11/2017 to 5/31/2018

G1.B3 General Ed. teacher and special ed. teacher lack communication and strategies to meet the needs of the special education population.

G1.B3.S1 Host a collaborative teaching training for general ed. teachers and special education teachers. (BPIE # 28)

PD Opportunity 1

FDLRS will provide training for general education teachers and special education teachers to understand how to work together and incorporate strategies to meet the needs of students with disabilities.

Facilitator

FDLRS/FIN

Participants

General Education Teachers and Special Education Teachers

Schedule

Quarterly, from 9/12/2017 to 5/31/2018

G1.B3.S3 Professional Development for all paraprofessionals to clarify their roles and provide instructional strategies to use with SWD in the general education classroom. (BPIE # 26)

PD Opportunity 1

Design and Present on-going professional development for all paraprofessionals in order for them to understand their role and be able to implement strategies for students with disabilities.

Facilitator

Paige Rife, Nicole Ortega

Participants

All Paraprofessionals

Schedule

Quarterly, from 10/3/2017 to 5/31/2018

G1.B3.S4 Attend Professional Development on The Universal Design for Learning (UDL). (BPIE #24)

PD Opportunity 1

All teachers and paraprofessionals will attend the UDL training provided by FDLRS

Facilitator

FDLRS

Participants

General Ed and Special Ed teachers

Schedule

On 11/14/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Monitor the implementation of collaborative planning process.				\$0.00
2	G1.B1.S1.A2	Providing all teachers with hard copies of state and district resources that outline the standards and complexity levels of the standards.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
			0271 - Windmill Point Elem School	Title, I Part A	890.0	\$2,000.00
3	G1.B1.S1.A3	Instructional Coaches will co-facilitate collaborative planning sessions, supporting teams to ensure planning of instruction and tasks that are focused and aligned to the full intent of the standards.				\$0.00
4	G1.B1.S1.A4	Provide opportunities for teams to observe other teams in the collaborative planning process, reflect on the process, and provide feedback.				\$0.00
5	G1.B1.S1.A5	Conduct focused classroom walk throughs and provide feedback relative to standards-based instruction and instructional practices.				\$0.00
6	G1.B1.S1.A6	Based on walkthrough trends, provide professional development for teachers on specific instructional strategies.				\$0.00
7	G1.B1.S1.A7	Provide time and support for collaborative planning within the work day 3 times a year for all classroom teachers k-5.				\$10,957.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	750-Other Personal Services	0271 - Windmill Point Elem School	Title I, Part A		\$10,957.00
8	G1.B2.S1.A1	Review on how to use the Integrated Units of Study				\$0.00
9	G1.B2.S1.A2	Time for collaborative planning during school day three times a year to gain a clear understanding of how to implement the integrated units of study.				\$0.00
10	G1.B2.S1.A3	Instructional coaches co-facilitate collaborative planning in order to clear up misconceptions and help teachers gain a deeper understanding of the integrated units of study.				\$0.00
11	G1.B3.S1.A1	FDLRS will provide training for general education teachers and special education teachers to understand how to work together and incorporate strategies to meet the needs of students with disabilities.				\$0.00
12	G1.B3.S3.A1	Design and Present on-going professional development for all paraprofessionals in order for them to understand their role and be able to implement strategies for students with disabilities.				\$0.00
13	G1.B3.S4.A1	All teachers and paraprofessionals will attend the UDL training provided by FDLRS				\$0.00
Total:						\$12,957.00