



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Windmill Point Elementary School**

700 SW DARWIN BLVD

Port St Lucie, FL 34953

772-336-6950

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

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## School Demographics

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<b>School Type</b> Elementary School	<b>Title I</b> Yes	<b>Free and Reduced Lunch Rate</b> 70%
<b>Alternative/ESE Center</b> No	<b>Charter School</b> No	<b>Minority Rate</b> 64%

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## School Grades History

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<b>2013-14</b> C	<b>2012-13</b> D	<b>2011-12</b> C	<b>2010-11</b> B
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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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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

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

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

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

#### School-Level Information

##### School

Windmill Point Elem School

##### Principal

Latricia Woulard

##### School Advisory Council chair

Lili Krajewski

#### Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Michelle Herrington	Assistant Principal
Sarah Courtemanche	Instructional Coach
Francis Lansiquot	Instructional Coach
Kathleen mannarino	ESE Chairperson
Rosa Myles	Guidance Counselor

#### District-Level Information

##### District

St. Lucie

##### Superintendent

Mrs. Genelle Zoratti Yost

##### Date of school board approval of SIP

Pending

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### Membership of the SAC

Windmill Point Elementary's School Advisory Council is composed of the principal, an appropriately balanced number of teachers, educational support employees, parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

#### Involvement of the SAC in the development of the SIP

The SAC committee was instrumental in the development and implementation of the School Improvement Plan throughout the 2013-2014 school year. SAC members will be involved in monthly updates during which they will be able to offer additional input to be considered.

#### Activities of the SAC for the upcoming school year

The SAC committee will participate in various activities that will involve delivery of informational materials, discussion, items for review and vote (if necessary). Presentations will be given by DAC representatives, PTO, and administration concerning vital school information.

**Projected use of school improvement funds, including the amount allocated to each project**

N/A

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

**Latricia Woulard**

Principal

Years as Administrator: 8

Years at Current School: 1

**Credentials**

B.S., Biology, South Carolina State University  
M.Ed., Educational Leadership, Nova Southeastern University  
Professional Certificate - Biology, Educational Leadership

**Performance Record**

2006- 2010 Frances K. Sweet Elementary Magnet School, A School  
2010-2011 Saint Lucie Elementary School, A School  
2011-2013 Palm Pointe Educational Research School@Tradition, A School

**Michelle Herrington**

Asst Principal

Years as Administrator: 2

Years at Current School: 2

**Credentials**

B.A. Elementary Education, Florida Atlantic University  
M. Ed. Educational Leadership, American College of Education  
Florida Professional Certification in Elementary Education with ESOL Endorsement, Educational Leadership

**Performance Record**

Windmill Point Elementary 2012-2013, D school

**Instructional Coaches**

**# of instructional coaches**

2

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**

**Sarah Courtemanche**

Full-time / School-based

Years as Coach: 1

Years at Current School: 1

**Areas**

Reading/Literacy, Mathematics, Science, Data, RtI/MTSS

**Credentials**

Professional Certificate - Biology, Educational Leadership  
 B.S., Elementary Education, Rhode Island College  
 Professional Certificate - Elementary Education, ESE Education  
 K-12

**Performance Record**

2012-2013, Palm Point Educational Research School - A school

**Francis Lansiquot**

Full-time / School-based

Years as Coach: 1

Years at Current School: 1

**Areas**

Mathematics, Science, Data

**Credentials**

B.S., Airway Science Management, Florida Memorial University  
 Professional Certificate - Middle Grades Social Science

**Performance Record**

2012-2103 Dan McCarty 3-8, D School

**Classroom Teachers**

**# of classroom teachers**

54

**# receiving effective rating or higher**

0%

**# Highly Qualified Teachers**

93%

**# certified in-field**

51, 94%

**# ESOL endorsed**

40, 74%

**# reading endorsed**

3, 6%

**# with advanced degrees**

10, 19%



**# National Board Certified**

2, 4%

**# first-year teachers**

5, 9%

**# with 1-5 years of experience**

12, 22%

**# with 6-14 years of experience**

26, 48%

**# with 15 or more years of experience**

11, 20%

**Education Paraprofessionals****# of paraprofessionals**

8

**# Highly Qualified**

0, 0%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

4

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

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: Latricia Woulard, Principal

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the 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. Additionally, we have a

district liaison who provides one-on-one support in the classroom of our new teachers. This support is for implementing classroom management and instructional strategies. The school district also offers quarterly trainings for all new teachers as part of the induction process to acclimate teachers to the culture of the district.

Person Responsible: Michelle Herrington

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (Rti)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

MTSS is an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving as issues and concerns arise through an ongoing, systematic examination of available data with the goal of impacting student achievement, school safety, school culture, literacy, attendance, student social/emotional well-being, and prevention of student failure through early intervention.

The purpose of the Core PST is to review school wide data for the purpose of strengthening the Core learning environment.

Activities of the Core PST include:

- Determining school-wide learning and development areas in need of improvement
- Identifying barriers which have or could prohibit school from meeting improvement goals
- Developing action plans to meet school improvement goals (e.g., SIP)
- Identifying resources to implement plans
- Monitoring fidelity and effectiveness of core, tiered support & ESE instruction
- Managing and coordinating efforts between all school teams
- Supporting the problem solving efforts of other school teams

#### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

The function/responsibility of the Rti Core PST Chair is to:

- Schedule and prepare agenda for Core PST meetings three to four times a school year
- Send invitations and meeting agenda to all members and/or invitees
- Confirm that personnel responsible for presentations are prepared prior to the meeting
- Facilitate collegial conversation and consensus building while using the data driven "problem-solving" model.
- Keep conversation on task and focused

The function/responsibility of the Data Keeper is to:

- Provide school-wide data in specialty area for all members to view
- Communicate curriculum, program, procedural or policy concern
- Initiate discussion of the interpretation of the data Time Keeper
- Provide periodic updates to team members regarding the amount of time left to complete a given task

The function/responsibility of the Recorder is to:

- Forward minutes of the meeting, including attendee names, to each member of the Core Team and building principal for approval

- Take notes for the purpose of capturing important discussions and outcomes of meetings
- Following administrative approval and when appropriate, shares minutes with the school staff

#### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

Core Team Meeting, Temperature Check (informal), Response Meetings. Monthly School Improvement meetings, Subcommittee Meetings.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Data will be used to guide instructional decisions and system procedures for all students to:

- adjust the delivery of curriculum and instruction to meet the specific needs of students
- adjust the delivery of behavior management system
- adjust the allocation of school-based resources
- drive decisions regarding targeted professional development
- create student growth trajectories in order to identify and develop interventions

Managed data will include:

Academic

- Oral Reading Fluency Measures
- EasyCBM Benchmark Assessments
- Journeys Benchmark Assessments
- State/Local Math and Science assessments
- FCAT
- Student grades

Behavior

- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day per month
- Team climate surveys
- Attendance
- Referrals to special education programs

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

Based upon the information from

[http://www.florida-rti.org/educatorResources/MTSS\\_Book\\_ImplComp\\_012612.pdf](http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf) , but not limited to the following:

1. Effective, actively involved, and resolute leadership that frequently provides visible connections between a MTSS framework with district & school mission statements and organizational improvement efforts.
2. Alignment of policies and procedures across classroom, grade, building, district, and state levels.
3. Ongoing efficient facilitation and accurate use of a problem-solving process to support planning, implementing, and evaluating effectiveness of services.
4. Strong, positive, and ongoing collaborative partnerships with all stakeholders who provide education services or who otherwise would benefit from increases in student outcomes.
5. Comprehensive, efficient, and user-friendly data-systems for supporting decision-making at all levels from the individual student level up to the aggregate district level.
6. Sufficient availability of coaching supports to assist school team and staff problem-solving efforts.
7. Train staff on MTSS.
  - District RTI Specialists, School Psychologists, and Literacy Coaches will be providing support for school staff to understand basic MTSS principles and procedures;
  - Support and Training will be provided at individual grade level meetings as needed

**Increased Learning Time/Extended Learning Opportunities**

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:**

**Strategy:** Before or After School Program

**Minutes added to school year:** 6,840

**Strategy Description**

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

**Strategy Purpose(s)**

- Instruction in core academic subjects
- Teacher collaboration, planning and professional development

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

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

**Who is responsible for monitoring implementation of this strategy?**

Who is responsible for monitoring implementation of this strategy?  
 Administration, program coordinator and after school teachers

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

<b>Name</b>	<b>Title</b>
Sarah Courtemanche	Instructional Coach
Francis Lansiquot	Instructional Coach
Nidia Nigaglioni	Elementary Educator-4
Stephanie Sakowski	Elementary Educator- K
Patricia Reardon	Elementary Educator-5
Jacqueline Davis	Elementary Educator-2

Name	Title
Colleen Gordon	ESE
Cathy Scott	Media Specialist
Dorcia Reid	Elementary Educator-1
Angela Patton	Elementary Educator-3
Rosa Myles	Guidance/ ESOL

### How the school-based LLT functions

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and to focus on areas of literacy concern across the school. The principal, instructional coaches, mentor reading teachers, content area teachers, and other principal appointees serve on this team, which meets at least once a month. The principal will promote the Literacy Leadership Team as an integral part of the school literacy process to build a culture of literacy throughout the school. The LLT is comprised of an extension of the school's Leadership Team, strategically integrated in order to support the administration through a process of problem solving. The LLT will respond as issues and concerns arise through an ongoing, systematic examination of available data with suggested early interventions that directly impact student achievement/literacy and the prevention of student failure.

### Major initiatives of the LLT

The Reading 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 Common Core State 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 literacy and linguini night
- Support and participate in classroom research
- Support and participate in classroom demonstrations and modeling of research-based reading strategies ( reciprocal teaching etc.)
- Mentor other teachers and present staff development
- Reflect on practice to improve instruction

## Every Teacher Contributes to Reading Instruction

**How the school ensures every teacher contributes to the reading improvement of every student**

### Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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 Next Generation Sunshine State Standards and Common Core

Standards. The standards are organized in five domains:

Physical Development

Approaches to Learning

Social and Emotional Development

Language, Communication, and Emergent Literacy

Cognitive Development and General Knowledge

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

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

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

**How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

**Strategies for improving student readiness for the public postsecondary level**

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	67%	59%	No	70%
American Indian				
Asian				
Black/African American	53%	45%	No	57%
Hispanic	69%	63%	No	72%
White	72%	64%	No	75%
English language learners	47%	45%	No	52%
Students with disabilities	28%	16%	No	36%
Economically disadvantaged	62%	56%	No	66%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	101	24%	34%
Students scoring at or above Achievement Level 4	137	33%	40%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	151	56%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	35	52%	65%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		48%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	[data excluded for privacy reasons]		19%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	[data excluded for privacy reasons]		24%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.			

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	72	57%	71%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

**Area 3: Mathematics**

**Elementary and Middle School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	65%	50%	No	69%
American Indian				
Asian				
Black/African American	54%	39%	No	59%
Hispanic	65%	54%	No	69%
White	72%	51%	No	75%
English language learners	52%	39%	No	57%
Students with disabilities	34%	19%	No	41%
Economically disadvantaged	60%	47%	No	64%



**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	114	27%	40%
Students scoring at or above Achievement Level 4	87	21%	29%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Learning Gains**

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	116	43%	54%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	25	37%	46%

**Middle School Acceleration**

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications			
Middle school performance on high school EOC and industry certifications			

**Area 4: Science**

**Elementary School Science**

**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	25	18%	23%
Students scoring at or above Achievement Level 4	23	16%	20%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)**

**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		10
Participation in STEM-related experiences provided for students	425	50%	100%

**Area 8: Early Warning Systems****Elementary School Indicators**

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	55	7%	5%
Students retained, pursuant to s. 1008.25, F.S.	22	3%	2%
Students who are not proficient in reading by third grade	74	52%	32%
Students who receive two or more behavior referrals	26	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	37	4%	3%

**Area 9: Parent Involvement**

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Parental involvement targets for the school****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

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
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## Goals Summary

- G1.** School wide use of Data to Drive Instruction
- G2.** Student achievement will increase when teachers plan and deliver standards based instruction effectively.

## Goals Detail

### G1. School wide use of Data to Drive Instruction

#### Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Science - Elementary School
- STEM

#### Resources Available to Support the Goal

- Instructional coaches through Title I funding
- District Instructional Partners
- Classworks Progress Monitoring System
- Performance Matters Data System

#### Targeted Barriers to Achieving the Goal

- Teachers lack of understanding on how to create assessments and use data to plan and deliver instruction

### Plan to Monitor Progress Toward the Goal

Participate in collaborative planning sessions where common assessments are created and review common assessments that are submitted weekly

#### Person or Persons Responsible

Administration, Coaches, District IPs

#### Target Dates or Schedule:

Feb.3, 2014, weekly

#### Evidence of Completion:

Common Assessments, Student Achievement

**G2. Student achievement will increase when teachers plan and deliver standards based instruction effectively.**

**Targets Supported**

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)
- Science
- Science - Elementary School
- STEM
- STEM - All Levels
- EWS - Elementary School

**Resources Available to Support the Goal**

- Instructional Coaches through Title I funding
- District Instructional Partners
- Test Item Specifications/CCSS Materials
- Comprehensive Research Based Mathematical/Literacy Resources
- Re-Allocated Funding
- PD Materials- electronic/ Paper based

**Targeted Barriers to Achieving the Goal**

- Common Planning does not have a standards based focus.

**Plan to Monitor Progress Toward the Goal**

A1. Strategic Schedule of walk-through's, modeling, feedback(descriptive) A2. Grade Level Team Meetings for collaborative planning

**Person or Persons Responsible**

A1. Leadership Team A2. Leadership Team/Faculty K-5

**Target Dates or Schedule:**

A1. Week of November 18, 2013- Ongoing A2. Week of October 28, 2013-Ongoing

**Evidence of Completion:**

A1/A2. Walk-through data binder/Student Achievement Data: progress monitoring

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

### G1. School wide use of Data to Drive Instruction

**G1.B1** Teachers lack of understanding on how to create assessments and use data to plan and deliver instruction

**G1.B1.S1** Implement process to create, collect, analyze, and use data.

#### Action Step 1

Build capacity of teachers' understanding on how to create assessments to deliver instruction. a. Professional development designed to assist teachers with the understanding of common assessment creation b. By grade level, teachers will create standards-based assessments that meet the full intent of the standard (prior to planning for instruction) c. Coaches collect and provide timely feedback to teachers on common standards-based assessments

#### Person or Persons Responsible

a. Coaches, District IPs b. Teachers c. Coaches

#### Target Dates or Schedule

a. Jan. 6, 2014, ongoing b. Weekly by Jan. 20, ongoing c. Feb. 3, 2014, weekly

#### Evidence of Completion

ERO sign-in sheet, professional development agenda, assessments

#### Action Step 2

Build capacity of teachers' understanding on data collection and analysis to drive instruction. a. Develop a structure for data meetings to include data-based decision making. b. Model data-driven decision making process during data meetings. c. Continue to facilitate and monitor data meetings.

#### Person or Persons Responsible

a. School-based leadership team b. School-based Leadership Team c. School-Based Leadership Team

#### Target Dates or Schedule

a. Jan. 22, 2014 b. Jan. 23, 2014 c. Jan. 24, 2014, ongoing

#### Evidence of Completion

ERO sign-in sheet, professional development agenda, assessments. planned for remediation, regrouping and reteaching

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

a. Professional Development agenda, presentation b. Collaborative planning tools or agenda c. Monitor common assessment creation on simple spreadsheet kept in coaching logs

#### Person or Persons Responsible

a. Administration b. Coaches c. Administration

#### Target Dates or Schedule

a. Jan. 6, 2014 b. Jan. 30, 2014, ongoing c. Feb. 3, 2014, ongoing

#### Evidence of Completion

Increased use of common assessments, using assessment data during data meetings

### Plan to Monitor Effectiveness of G1.B1.S1

Review common assessments turned in weekly to coaches

#### Person or Persons Responsible

Coaches

#### Target Dates or Schedule

Feb. 3, 2014, weekly

#### Evidence of Completion

Common Assessment binder, Student achievement data

**G2. Student achievement will increase when teachers plan and deliver standards based instruction effectively.**

**G2.B1 Common Planning does not have a standards based focus.**

**G2.B1.S1 Restructure common planning with a standards based focus**

**Action Step 1**

Build capacity of teachers knowledge with the standards and test item specifications through professional development. a. Model analysis of the standards to their full extent b. Grade level analysis of each content area standard according to district DA IFC's

**Person or Persons Responsible**

a. Coaches/Instructional Partners b. Teachers

**Target Dates or Schedule**

October 23,2013 ( Ongoing)

**Evidence of Completion**

Evidence of Completion: ERO/Sign In Sheet/ Analyzed standards (unwrapped standards)  
Evidence of Effectiveness: Monitoring classroom walkthrough data

**Facilitator:**

Coaches/District Instructional Partners

**Participants:**

Faculty K-5



## Action Step 2

Restructuring common planning with a standards based focus and research based strategies a. Establish new expectations: Collaborative Meeting Agenda emailed a week prior, use updated Collaborative Planning Tool, Materials for Planning ,Sign in Sheet with Accountability for arrival/materials b. Revisit and Modify Norms c. Alignment of Standards to Resources d. Incorporate Research based Strategies with a focus on instructional delivery

### Person or Persons Responsible

Team Leader, Administration, Instructional Coaches

### Target Dates or Schedule

a.October 21 (ongoing) b/c/d. Week of October 28(ongoing)

### Evidence of Completion

Evidence of Completion: Emails, Norms, Supplies, Common Planning Tools, Sign In Sheets, Agenda Evidence of Effectiveness: CWT data, student achievement, assessment data

### Facilitator:

Leadership Team

### Participants:

Faculty K-5

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

A1. Completion of professional development on standards based instruction A2. Meetings with Grade Level Teams to disseminate information on restructuring common planning with a standards based focus and research based strategies. ( materials,

### Person or Persons Responsible

A1. Leadership Team A2.Leadership Team/Administrative Team

### Target Dates or Schedule

A1 Nov. 8 (Day of PD) A2. Week of October 28 ( Ongoing/Weekly)

### Evidence of Completion

A1.ERO Registration/Sign in Sheet/ Analyzed Standards A2. Emails/ Norms/ Supplies/ Sign in Sheets/ Common Planning Tools/ Agenda

## Plan to Monitor Effectiveness of G2.B1.S1

A1. Monitoring of classroom walk-through A2. Monitoring of student achievement/assessment data

### Person or Persons Responsible

A1. Leadership Team A2. Leadership Team/Faculty K-5

### Target Dates or Schedule

A1. Ongoing A2. Oct. 28-Ongoing

### Evidence of Completion

A1. Walk-through data collection A2. Student Achievement Data, Classroom walk-through data

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title I: Services are provided to ensure students requiring additional remediation are assisted through high-quality classroom instruction which differentiates learning for all students. Windmill Point Elementary will also attempt to apply for Title II monies to ensure staff development opportunities are provided based on teachers' needs to meet student targets. The district coordinated with Title I in ensuring staff development needs are provided.

Supplemental educational services are provided through Title I funds to meet the needs of our low achieving, economically disadvantaged students. Additionally, coordination with Title X aids in meeting the needs of homeless students.

Title II:

Title II funds will be used to support programs and activities that are explicitly aimed at increasing student achievement and improving teachers' knowledge and ability to deliver effective standards-based instruction. For instance, all professional development activities for teachers and support staff funded through Title II, Part A will be coordinated with other federal and state programs in order to ensure that there is cohesiveness of vision and purpose.

Title X- Homeless

School based Homeless liaison participates in state wide webinar to ensure implementation and compliance with Title X

## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

**G2.** Student achievement will increase when teachers plan and deliver standards based instruction effectively.

**G2.B1** Common Planning does not have a standards based focus.

**G2.B1.S1** Restructure common planning with a standards based focus

### PD Opportunity 1

Build capacity of teachers knowledge with the standards and test item specifications through professional development. a. Model analysis of the standards to their full extent b. Grade level analysis of each content area standard according to district DA IFC's

#### Facilitator

Coaches/District Instructional Partners

#### Participants

Faculty K-5

#### Target Dates or Schedule

October 23,2013 ( Ongoing)

#### Evidence of Completion

Evidence of Completion: ERO/Sign In Sheet/ Analyzed standards (unwrapped standards)  
Evidence of Effectiveness: Monitoring classroom walkthrough data

## **PD Opportunity 2**

Restructuring common planning with a standards based focus and research based strategies a. Establish new expectations: Collaborative Meeting Agenda emailed a week prior, use updated Collaborative Planning Tool, Materials for Planning ,Sign in Sheet with Accountability for arrival/materials b. Revisit and Modify Norms c. Alignment of Standards to Resources d. Incorporate Research based Strategies with a focus on instructional delivery

### **Facilitator**

Leadership Team

### **Participants**

Faculty K-5

### **Target Dates or Schedule**

a. October 21 (ongoing) b/c/d. Week of October 28(ongoing)

### **Evidence of Completion**

Evidence of Completion: Emails, Norms, Supplies, Common Planning Tools, Sign In Sheets, Agenda Evidence of Effectiveness: CWT data, student achievement, assessment data

## Appendix 2: Budget to Support School Improvement Goals