

2013-2014 SCHOOL IMPROVEMENT PLAN

Windmill Point Elementary School

700 SW DARWIN BLVD

Port St Lucie, FL 34953

772-336-6950

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

School Demographics

School Type

Elementary School

Title I

No

Free and Reduced Lunch Rate

65%

Alternative/ESE Center

No

Charter School

No

Minority Rate

61%

School Grades History

2012-13

D

2011-12

C

2010-11

B

2009-10

A

SIP Authority and Template

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.flsiponline.com>. 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

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 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

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

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

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

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
Focus Year 1	3	Ella Thompson

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

Asst Principal	Years as Administrator: 2	Years at Current School: 2
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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
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Performance Record	Windmill Point Elementary 2012-2013, D school
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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 < 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 Rtl 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 , 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**

Name	Title
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
Colleen Gordon	ESE
Cathy Scott	Media Specialist
Dorcia Reid	Elementary Educator-1
Angela Patton	Elementary Educator-3

Name	Title
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			

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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			

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3			
Students scoring at or above Achievement Level 4			

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 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses			
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses			
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

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%

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time			
Students who fail a mathematics course			
Students who fail an English Language Arts course			
Students who fail two or more courses in any subject			
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.			

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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Area 10: Additional Targets

Additional targets for the school

Specific Additional 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