

2013-2014 SCHOOL IMPROVEMENT PLAN

Weatherbee Elementary School
 800 E WEATHERBEE RD
 Fort Pierce, FL 34982
 772-468-5300
<http://www.stlucie.k12.fl.us/wbe/>

School Demographics

School Type Elementary School	Title I Yes	Free and Reduced Lunch Rate 94%
Alternative/ESE Center No	Charter School No	Minority Rate 77%

School Grades History

2012-13 D	2011-12 C	2010-11 B	2009-10 A
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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 Weatherbee Elementary School

Principal Michael Hitsman

School Advisory Council chair Elizabeth Iania/ Michele Beckford

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

Name	Title
Michael Hitsman	Principal
Jennifer Avellino	Assistant Principal
Terrie Norris	Literacy Coach
Michele Beckford	Math Coach
Margaret Beier	Guidance Counselor

District-Level Information

District St. Lucie

Superintendent Mrs. Genelle Zoratti Yost

Date of school board approval of SIP 10/08/2013

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

Michael Hitsman, Principal

Erinn Anderson, 2nd Grade Teacher (Co-Chair for Area 8: Early Warning Systems)

Christine Gawlak, ESE Teacher (Co-Chair for Area 8: Early Warning Systems)

Michele Beckford, Math Coach (Area 3: Mathematics)

Terrie Norris, Literacy Coach (Area 1 and 2: Reading and Writing)

Mary Bishop, Science Resource Teacher (Area 4: Science)

Rebecca Potter (Area 5: Technology/STEM)

Involvement of the SAC in the development of the SIP

The SAC is the sole body responsible for final decision making at the school relating to implementation of the provision of the state system of improvement and accountability. The school improvement plan addresses issues relative to the core academic issues, parent involvement, suspensions, attendance, drop-out prevention, graduation, budget, professional development opportunities, instructional materials, staffing and student support services.

Activities of the SAC for the upcoming school year

Schedules and conducts meetings on a regular basis.

Reviews all applicable student performance data.

Recommends strategies to improve areas of student need.
 Gives the final approval of the School Improvement Plan, mid-year review and the end-of-year review.

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:

Michael Hitsman

Principal

Years as Administrator: 21

Years at Current School: 8

Credentials

Bachelor of Science Agricultural Education
 Master's Degree in Educational Leadership
 Specialist Degree in Educational Leadership

Performance Record

Year 2012-13 School WBE Grade D AYP N/A Prof Reading 45%
 Prof Math 52% Prof Writing 54% Lowest 25%(R) 57% Lowest
 25%(M) 63% LG (R) 58% LG(M) 59%
 Year 2011-12 School WBE Grade C AYP N/A Prof Reading 48%
 Prof Math 52% Prof Writing 82% Lowest 25%(R) 79% Lowest
 25%(M)
 55% LG (R) 72% LG(M) 61%
 Year 2010-11 School WBE Grade B AYP 79% Prof Reading 59%
 Prof Math 75% Prof Writing 93% Lowest 25%(R) 59% Lowest
 25%(M) 62% LG (R) 55% LG(M) 55%

Jennifer Avellino

Asst Principal

Years as Administrator: 8

Years at Current School: 1

Credentials

B.S. Speech and Hearing Handicapped Education
 M.A. Speech and Language Pathology
 Specialist Degree in Educational Leadership

Performance Record

Year 2012-13 School WBE Grade D AYP N/A Prof Reading 45%
 Prof Math 52% Prof Writing 54% Lowest 25%(R) 57% Lowest
 25%(M) 63% LG (R) 58% LG(M) 59%
 Year 2011-12 School WBE Grade C AYP N/A Prof Reading 48%
 Prof Math 52% Prof Writing 82% Lowest 25%(R) 79% Lowest
 25%(M)
 55% LG (R) 72% LG(M) 61%
 Year 2010-11 School WBE Grade B AYP 79% Prof Reading 59%
 Prof Math 75% Prof Writing 93% Lowest 25%(R) 59% Lowest
 25%(M) 62% LG (R) 55% LG(M) 55%

Instructional Coaches

of instructional coaches 2

receiving effective rating or higher (not entered because basis is < 10)

Instructional Coach Information:

Michele Beckford

Full-time / School-based

Years as Coach: 1

Years at Current School: 0

Areas

Mathematics

Credentials

Bachelor of Science, Psychology
 Bachelor of Arts, Elementary Education 1-6
 Master of Education, Educational Leadership K-12
 ESOL Endorsement

Performance Record

Year 2012-13 School WBE Grade D AYP N/A Prof Reading 45%
 Prof Math 52% Prof Writing 54% Lowest 25%(R) 57% Lowest
 25%(M) 63% LG (R) 58% LG(M) 59%
 Year 2011-12 School WBE Grade C AYP N/A Prof Reading 48%
 Prof Math 52% Prof Writing 82% Lowest 25%(R) 79% Lowest
 25%(M)
 55% LG (R) 72% LG(M) 61%
 Year 2010-11 School WBE Grade B AYP 79% Prof Reading 59%
 Prof Math 75% Prof Writing 93% Lowest 25%(R) 59% Lowest
 25%(M) 62% LG (R) 55% LG(M) 55%

Terrie Norris		
Full-time / School-based	Years as Coach: 2	Years at Current School: 6
Areas	Reading/Literacy	
Credentials	Bachelor of Science, Elementary Ed. K-6/ Developmental and Behavioral Problems in Children ESE Certification K-12 ESOL Endorsement K-12 Master's Degree Reading	
Performance Record	Year 2012-13 School WBE Grade D AYP N/A Prof Reading 45% Prof Math 52% Prof Writing 54% Lowest 25%(R) 57% Lowest 25%(M) 63% LG (R) 58% LG(M) 59% Year 2011-12 School WBE Grade C AYP N/A Prof Reading 48% Prof Math 52% Prof Writing 82% Lowest 25%(R) 79% Lowest 25%(M) 55% LG (R) 72% LG(M) 61% Year 2010-11 School WBE Grade B AYP 79% Prof Reading 59% Prof Math 75% Prof Writing 93% Lowest 25%(R) 59% Lowest 25%(M) 62% LG (R) 55% LG(M) 55%	

Classroom Teachers

- # of classroom teachers 46
- # receiving effective rating or higher 0, 0%
- # Highly Qualified Teachers 85%
- # certified in-field 44, 96%
- # ESOL endorsed 32, 70%
- # reading endorsed 4, 9%
- # with advanced degrees 12, 26%
- # National Board Certified 3, 7%
- # first-year teachers 4, 9%
- # with 1-5 years of experience 17, 37%
- # with 6-14 years of experience 8, 17%
- # with 15 or more years of experience 15, 33%

Education Paraprofessionals

- # of paraprofessionals 7
- # Highly Qualified 7, 100%

Other Instructional Personnel

- # of instructional personnel not captured in the sections above 0
- # 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

The following strategies are used to recruit and retain highly qualified, certified-in-field, effective teachers:

1. Interview process by administration. Secure quality staff with a similar philosophy.
2. New teachers attend district orientation
3. School wide new teacher school orientation
4. Monthly scheduled meetings for new teachers
5. Mentor/Team appointed to each new teacher
6. Quality instructional training with follow-up
7. Frequent observations, classroom walk-throughs and feedback

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

Plan:

Team Leaders and/or Veteran Teachers to Weatherbee Elementary are paired with new teachers or teachers new to Weatherbee Elementary. The Districts' SHINE program is followed with fidelity.

Planned Mentoring Activities:

- Monthly NEST (New Educator Support Team) meetings with school and district personnel support driven by targets specific for each new teacher.
- Attend 3 District Cohort meetings to obtain needed professional development.
- Utilize release time for teacher observations.
- One-on-one support and coaching provided by mentors, school Math/Literacy Coaches and district liaison.
- Complete Pinpoint Content to deepen knowledge on district initiatives.
- Observe highly effective teachers.
- Complete and document target skills/activities on log.

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.

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

Principal: Provides a common vision for the use of data-based decision-making, ensures that the school-based team is implementing RTI, conducts assessment of RTI skills of school staff, and ensures

implementation of the intervention and support.

Literacy Coach: Facilitates the data meetings in reference to reading and provides curriculum support strategies in meeting the needs of struggling readers.

Math Coach: Facilitates the data meetings in reference to math and provides curriculum support strategies in meeting the needs of those performing below expectations in the area of math.

Assistant Principal (Data Coach): Provides data to monitor instruction and develops plans and strategies to assist identified students.

Speech Pathologist: Will contribute assessment data on receptive and expressive language skills.

Guidance Counselor: Facilitates the scheduling of the CORE Team meetings as well as monitoring the documentation for the "Response to Intervention" meetings.

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

1. The school-based MTSS Team will review data both aggregated and disaggregated by subgroups to assist in setting of objectives, the action plan strategies, resources and evaluation tools.

2. Grade level groups will review their data. Data will identify those students (by subgroup) for whom the core curriculum is not effective. An analysis of the data will generate hypotheses utilizing a problem solving method. Interventions will be implemented to address each student's specific needs. Progress monitoring will follow.

3. The MTSS problem solving team will meet to review data supported through progress monitoring. Some of the team members will change based on whether the data reflects concerns about behavior and/or reading or math.

4. Core team meets at least 3-4 times a year to review universal screening data and attendance progress monitoring data. Based on this information, the team will identify the professional development activities needed to create effective learning environments. After determining that effective Tier 1 – Core Instruction is in place, the team will identify students who are not meeting identified academic/behavioral targets.

5. Based on the data and discussion, the team will identify students who are in need of additional academic and/or behavioral support and will provide that information to the Problem Solving Teams (PST). The core team will ensure the necessary resources are available and the intervention is implemented with fidelity. Each Interventionist will have support documented in the intervention plan, and the interventionist and the support person will report back on all data collected for further discussion at future meetings.

6. The team will collaborate with the Building Level Planning Team (BLPT), SAC, MTSS-B, Math Committee, and School Literacy Team. Core team members will serve as members of smaller PST and schedule PST meetings (weekly). Core teams will communicate with parents/community to facilitate the understanding of Response to Instruction/Intervention.

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

1. 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

2. Managed data will include:

A. Academic

- Oral Reading Fluency Measures
- EasyCBM Benchmark Assessments
- Journeys Benchmark Assessments

- State/Local Math and Science assessments
- FCAT
- Student grades
- School site specific assessments

B. Behavioral

- Detentions
- Suspensions/expulsions
- Referrals by student behavior, staff behavior, and administrative context
- Office referrals per day/per month
- Team Climate Surveys
- C. Attendance

Referrals to special education programs

3. Tiered intervention data will be housed in Performance Matters and progress monitoring data in EasyCBM.

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

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. Ongoing data-driven professional development activities that align to core student goals and staff needs.
8. Communicating outcomes with stakeholders and celebrating success frequently.

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: 19,900

21st Century Learning Communities uses the strategies of additional time to work on Core Academic Subjects, homework, and project-based learning to increase the learning time and give extended learning opportunities.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

Data is collected from previous State-wide assessments such as the FCAT to determine placement in the program for students in grades 3-5. District and classroom assessments are monitored regularly to determine the effectiveness of the strategies.

Who is responsible for monitoring implementation of this strategy?

Erin Monaghan
Mary Bishop
Michael Hitsman
Jennifer Avellino

Strategy: Before or After School Program

Minutes added to school year: 14,400

Title I After- School program that will assist retained 3rd graders and 4-5th graders who have a Level 1 or 2 in Reading or Math with STEM lessons and the Classworks program.

Strategy Purpose(s)

- Instruction in core academic subjects

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

The Classworks program will track student achievement.

Who is responsible for monitoring implementation of this strategy?

Michele Beckford
Michael Hitsman
Jennifer Avellino

Strategy: Weekend Program**Minutes added to school year:** 1,080

Saturday Writing Camp - Students in grades 3-4 are invited to participate in a 3 hour workshop each Saturday for six weeks. The focus is centered on all elements of writing to include Nancy Priztio modeling writing. This is an additional means to give feedback to the students in reference to their writing.

Strategy Purpose(s)

- Instruction in core academic subjects

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

School-wide Monthly Writing Prompts

Who is responsible for monitoring implementation of this strategy?

Administration and Writing Coordinator

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Michael Hitsman	Principal
Terrie Norris	Literacy Coach
Erin Monaghan	Reading Teacher
Aryne Rackley	Third Grade Teacher
Pam Ferentzy	Media Clerk
Dr. Jennifer Nelson	Fifth Grade Teacher
Cindy Winterkamp	First Grade Teacher
Nancy Meihsner	Fourth Grade Teacher
Teresa Malone	Reading Teacher
Marjorie Bouis	Kindergarten Teacher
Lori Leiblein	Kindergarten Teacher
Monica Adhin	Second Grade Teacher
LaDonna Hannans	Paraprofessional

How the school-based LLT functions

The team will meet on a monthly basis as a minimum. The facilitator will provide an agenda throughout the year by seeking input from the faculty and staff prior to the scheduled monthly meetings. She will also place on the agenda any district required initiatives.

Major initiatives of the LLT

The Literacy Leadership team will be focusing on several major initiatives that include the implementation of the new St. Lucie County Literacy routines, implementation of the HMH Journeys reading basal series and the implementation of the K-5 Write From the Beginning school-wide writing program. We will continue to refine our a school based program aligned to the district Literacy Routine that addresses sight words, vocabulary, fluency, comprehension, decoding, oral language and writing across the curriculum.

Every Teacher Contributes to Reading Instruction

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

1. Provide Professional Development for Literacy to deepen their understanding of Literacy through District Literacy Specialists and District Instructional Partners.
2. Continued implementation of the Journeys Reading basal series.
3. Continue implementation of the K-4 Write from the Beginning School-wide writing program.
4. We will continue to refine our school based program in order for it to align to the District Literacy Routine.

Professional learning opportunities for all staff are offered throughout the year in the areas of Literacy and Writing.

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 Pre-K students in our VPK program are transitioned all year because they are on an elementary school campus. They get adjusted to the routine of school by being full-day students at an elementary site. However, students who attend the private provider's sites also have the opportunity for transition into the elementary school environment. The provider at each site makes their own arrangements to visit school sites. All providers complete a strategy checklist on each child coming into Kindergarten which the Early Learning Coalition sends to the administration of the receiving school to assist in creating the Kindergarten class roster. A "Welcome to Kindergarten" packet is given to each parent when they enroll their child at the school. The packet has Kindergarten transition materials included and school information as well.

Weatherbee contacts the local preschools and invites them to the school for a tour of the facility. During the tour the students are introduced to the teachers and staff, given a guided tour of the campus and provided brochures to share with their families. An annual "Kindergarten Orientation" night is also hosted for parents and students who have enrolled at the school.

Weatherbee will continue to offer a voluntary VPK program which will focus on ensuring that our new students will be intellectually, emotionally, physically, and socially ready to enter our Kindergarten program. The program will consist of one highly qualified instructor and one paraprofessional with a class ratio of 20:1. The program's design is set up to ensure that all of our students come to school eager to learn when they enter Kindergarten. Both adults in the classroom are highly qualified.

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	49%	45%	No	54%
American Indian				
Asian				
Black/African American	42%	30%	No	48%
Hispanic	48%	42%	No	53%
White	62%	64%	Yes	66%
English language learners	36%	18%	No	42%
Students with disabilities	37%	9%	No	43%
Economically disadvantaged	48%	42%	No	53%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	69	25%	37%
Students scoring at or above Achievement Level 4	50	18%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		75%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	160	58%	73%
Students in lowest 25% making learning gains (FCAT 2.0)	158	57%	72%

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)	71	42%	52%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	49	29%	39%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	47	28%	38%

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	45	54%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

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	59%	52%	No	63%
American Indian				
Asian				
Black/African American	58%	40%	No	63%
Hispanic	55%	52%	No	60%
White	68%	58%	No	71%
English language learners	46%	26%	No	51%
Students with disabilities	51%	24%	No	56%
Economically disadvantaged	58%	47%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	70	25%	58%
Students scoring at or above Achievement Level 4	64	24%	30%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		60%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	163	59%	74%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	175	63%	73%

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	38	44%	50%
Students scoring at or above Achievement Level 4	14	16%	25%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		27%

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)	4		4
Participation in STEM-related experiences provided for students	493	90%	95%

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	69	11%	5%
Students retained, pursuant to s. 1008.25, F.S.	57	9%	5%
Students who are not proficient in reading by third grade	50	45%	52%
Students who receive two or more behavior referrals	41	6%	3%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	10	1%	0%

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

- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent involvement are spent.
- Members of the Parent Involvement Committee, School Advisory Council, and Title I Committee, as well as any other committee where parents or community members serve, will have members nominated by their peers. Individuals will be voted in by approval from the current members serving on the committee. In all proceedings, members will be selected by their peers in accordance with District policy. Members will be recruited through the monthly newsletters, school-wide phone messaging system (Connect-Ed), and letters/fliers inviting parents to participate. Documentation of the invitations and minutes of the proceedings will be recorded, submitted and filed by the appropriate personnel, adhering to the District's and/or State's mandates.
- Jointly develop/revise with parents the school parent involvement policy and distribute it to parents of participating children and make available the parent involvement plan to the local community
- Jointly conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the school's parent involvement policy
- Use the findings of the parent involvement policy evaluation to design strategies for more effective parent involvement, and to revise, if necessary, the school's parent involvement policy
- Inform parents and parent organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Florida, i.e., PIRC of Family Network on Disabilities in Florida (FND) and PIRC at University of South Florida (USF)
- If the plan for Title I, Part A, developed under section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the

local

educational agency

· Provide to each parent an individual student report about the performance of their child on the State assessment in

at least mathematics, language arts, and reading

· Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more

consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the

Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002)

· Provide each parent timely notice information regarding the professional qualifications of the students' classroom

teachers and paraprofessionals, as described in section 1111(h)(6)(A)

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Meet Your Teacher	422	63%	75%
Kids At Hope Tunnel	112	17%	27%
Title I Right to Know	101	15%	25%
Other Caring Adults Luncheon	403	60%	70%
Parent Conference Night	174	25%	35%
Mariner of the Month	99	15%	25%
Families Buidling Better Readers	319	48%	58%
Kids at Hope Parent Training	74	11%	21%
Student Led Parent Conferences	403	60%	70%
FCAT Family Night	97	15%	25%
Math Night at Publix	51	8%	18%
Parent ESOL Night	125	19%	29%
Volunteer Breakfast	42	6%	16%
PBS Kids at Hope Talent Show	305	45%	55%
Fifth Grade Graduation	180	99%	100%

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.** All teachers will deliver Standards Based Instruction to effectively improve student achievement.
- G2.** All teachers will be proficient in collaborative planning for standards-based instruction
- G3.** Teachers will implement explicit vocabulary instruction to increase student comprehension.

Goals Detail

G1. All teachers will deliver Standards Based Instruction to effectively improve student achievement.

Targets Supported

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

Resources Available to Support the Goal

- Instructional Partners and School-based Coaches will provide modeling and support to teachers
- Professional development on delivery of standard based instruction
- Title One and school-based funds
- Online resources

Targeted Barriers to Achieving the Goal

- Coaches schedule
- Teacher's insufficient knowledge on the delivery of Standards Based Instruction
- A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.
- Opportunities for students to express their learning in regards to science content

Plan to Monitor Progress Toward the Goal

Formal and Informal Observations of classroom instruction

Person or Persons Responsible

Administration, Instructional Partners

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Formal and Informal Bloomboard Observations and informal walkthroughs

G2. All teachers will be proficient in collaborative planning for standards-based instruction

Targets Supported

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

Resources Available to Support the Goal

- Test Item Specs, Unwrapping tool, two 45 minute planning times, guidance and support from Instructional Partners and Professional Development, Go Math!, Science Fusion and Journeys curriculums are available, Book Room, Classroom libraries, Bins with manipulatives, computers with programs, Administrator

Targeted Barriers to Achieving the Goal

- Structure and Systems for collaborative planning are not in place
- Lack of knowledge of depth of standards

Plan to Monitor Progress Toward the Goal

Collaborative planning tool

Person or Persons Responsible

Coaches

Target Dates or Schedule:

Beginning November 1, 2013

Evidence of Completion:

Teacher signatures on completed collaborative planning tool, Monitoring tool data, classroom walk-through data

G3. Teachers will implement explicit vocabulary instruction to increase student comprehension.

Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing

Resources Available to Support the Goal

- Literacy Coach, Write from the Beginning Curriculum, Curriculum Coach, Title One Saturday Writing Camp, Writing Consultant to Model and Support Teachers, Grade Level Professional Development to deepen understanding of the Writing Curriculum, using Writing Exemplars from Appendix C of the Common Core State Standards and Incorporate Read Alouds into lesson design to support guided writing practice.

Targeted Barriers to Achieving the Goal

- Lack of student's ability to use conventions of writing, grammar and sentence structure.
- Lack of appropriate implementation of the "Write from the Beginning" curriculum due to new teachers.
- The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 1- Vocabulary

Plan to Monitor Progress Toward the Goal

Review of monthly school-wide writing data.

Person or Persons Responsible

1. Administration 2. Instructional Partner 3. Literacy Coach 4. Classroom Teachers

Target Dates or Schedule:

Monthly

Evidence of Completion:

School-wide writing samples

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All teachers will deliver Standards Based Instruction to effectively improve student achievement.

G1.B1 Coaches schedule

G1.B1.S1 Develop appropriate schedule to provide sufficient teacher-coach contact time.

Action Step 1

Meet to revise School-based coaches expectations

Person or Persons Responsible

Administration and coaches

Target Dates or Schedule

October 23, 2013

Evidence of Completion

Coaches Log

Action Step 2

Hire additional resource personnel to allow schedule flexibility for School-Based Coaches.

Person or Persons Responsible

Administration

Target Dates or Schedule

Hired on January 6, 2014

Evidence of Completion

Identified Resource teacher's schedule

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

Collection and review of Coaches logs

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly/Ongoing

Evidence of Completion

Coaches Logs

Plan to Monitor Effectiveness of G1.B1.S1

Increase time of Coaches within classrooms and collaborative planning

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing/Leadership Meetings

Evidence of Completion

Completed Coaches Logs

G1.B2 Teacher's insufficient knowledge on the delivery of Standards Based Instruction

G1.B2.S1 Professional Development provided to teachers on the delivery of Standards Based Instruction

Action Step 1

Professional Development

Person or Persons Responsible

Instructional Partners, School-based Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Agenda, Sign-in sheets

Action Step 2

Analyze data and discuss with identified teachers to determine need for coaching cycle

Person or Persons Responsible

Administration, School Based Coaches

Target Dates or Schedule

Weekly data meetings

Evidence of Completion

Coaching logs, anecdotal evidence from teachers

Action Step 3

Modeling the delivery of Standards Based Instruction

Person or Persons Responsible

School Based Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching logs, teacher feedback, informal feedback

Action Step 4

Instructional staff will be provided professional development in College and Career Readiness Anchor Standards for Reading and Text Complexity as well as the process of unpacking a standard for Standards-based Instruction

Person or Persons Responsible

District Professional development team, Literacy Coach, Administration, Classroom teachers

Target Dates or Schedule

Monthly professional development and weekly data meetings

Evidence of Completion

Common weekly teacher generated assessments, teacher assessment identifying learning scale achievement of targeted goal - Level 3, results from 2014 FCAT assessment, District Progress Monitoring: Baseline, Mid-year and Predictive), mini-bats

Action Step 5

Delivery of H.O.T. Questions in the classroom

Person or Persons Responsible

Classroom teachers, School-Based Coaches, Instructional Partners

Target Dates or Schedule

During scheduled Collaborative Planning

Evidence of Completion

Completed lesson plans

Action Step 6

Create Monitoring Tool to observe delivery of H.O.T questions.

Person or Persons Responsible

Administration, School-Based Coaches, Instructional Partners

Target Dates or Schedule

January 28, 2014 @ 2:00 p.m.

Evidence of Completion

Developed Monitoring Tool

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

Professional development will be provided to all teachers

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Formal and Informal Observations, Classroom Walkthroughs

Plan to Monitor Effectiveness of G1.B2.S1

Observations of teacher instruction on standard based lesson plans

Person or Persons Responsible

Administration, School Based Coaches

Target Dates or Schedule

Ongoing, weekly

Evidence of Completion

Review of data (formative assessments and standards based mini bats)

G1.B2.S2 Increase the use of writing in mathematics to help students communicate their understanding of difficult concepts, reinforcing skills and allowing for correction of misconceptions.

Action Step 1

Student will maintain a Math Journal

Person or Persons Responsible

Students

Target Dates or Schedule

Ongoing

Evidence of Completion

Completed Math Journal

Plan to Monitor Fidelity of Implementation of G1.B2.S2

Students will maintain a Math Journal

Person or Persons Responsible

Classroom teachers, Math Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Completed Math journal

Plan to Monitor Effectiveness of G1.B2.S2

Completed Math Journal

Person or Persons Responsible

Classroom teachers, Math Coach, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

By June 2014, 58% of students in grades 3-5 will score at a Level 3 or higher on the FCAT 2.0 Mathematics Test; Math Journal showing understanding of concepts

G1.B2.S3 Implement the St. Lucie County Math Routing and Calendar Math using supported Go Math materials

Action Step 1

Professional development by Math Coach

Person or Persons Responsible

Math Coach, identified teachers

Target Dates or Schedule

As identified by data analysis

Evidence of Completion

Formal/informal observations, math mini-assessments, SLC District Progress Monitoring assessments

Plan to Monitor Fidelity of Implementation of G1.B2.S3

Classroom walk-throughs

Person or Persons Responsible

Administration, Math Coach, Instructional Partner

Target Dates or Schedule

Ongoing

Evidence of Completion

Bloomboard, Coaches log

Plan to Monitor Effectiveness of G1.B2.S3

School and District assessments

Person or Persons Responsible

Administration, School Based Coaches, Instructional Parter

Target Dates or Schedule

Ongoing

Evidence of Completion

Data from assessments will be provided during scheduled grade level data meetings. Individual, grade level, school level and District wide comparisons will be reviewed.

G1.B3 A broad range of knowledge and abilities to implement research-based practices of the St. Lucie County framework exist among instructional staff.

G1.B3.S1 Instructional staff members will be provided professional development opportunities: webinars, learning communities, peer support and self-reading

Action Step 1

Administration observation of effective implementation with feedback

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher lesson design reflecting the St. Lucie County Framework

Action Step 2

Administrative/Teacher conferencing

Person or Persons Responsible

Administration, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Teacher lesson design reflecting the St. Lucie County Framework

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

Professional Development in-service opportunities will be provided

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Completed sign-in sheets

Plan to Monitor Effectiveness of G1.B3.S1

Professional Development in-service opportunities will be provided

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing during professional development

Evidence of Completion

Lesson plans and delivery of instruction reflects the professional development opportunities received

G1.B4 Opportunities for students to express their learning in regards to science content

G1.B4.S1 Provide activities for students to design and develop science and engineering projects to increase scientific thinking, and the development and implementation of inquiry-based activities that allow for testing of hypotheses, data analysis, explanation of variables and experimental design in Physical, Life, Earth Space and Nature of Science.

Action Step 1

Opportunities for students to express their learning in regards to science content

Person or Persons Responsible

Classroom teachers, Science Resource Teacher

Target Dates or Schedule

Ongoing

Evidence of Completion

By June 2014, 50% (44/88) of students in grade 5 will score at a level 3 or higher on the 2013-14 FCAT Science Assessment.

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Learning is occurring in the science content area

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Students are designing projects that they can use to explain scientific thinking

Plan to Monitor Effectiveness of G1.B4.S1

Learning is occurring in the science content area

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

By June 2014, 50% of students in grade 5 will score at a Level 3 or higher on the 2013-14 FCAT Science Assessment.

G2. All teachers will be proficient in collaborative planning for standards-based instruction

G2.B1 Structure and Systems for collaborative planning are not in place

G2.B1.S2 Refine collaborative planning and teacher duty schedules

Action Step 1

Create and refine the schedules for collaborative planning and teacher duty time

Person or Persons Responsible

Principal and BLPT members

Target Dates or Schedule

October 18, 2013 and ongoing

Evidence of Completion

Completed/revised schedules and meeting notes

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

Completed schedules

Person or Persons Responsible

BLPT Chair and Union Representative

Target Dates or Schedule

Weekly beginning October 25, 2013

Evidence of Completion

Completed/revised schedules approved by BLPT

Plan to Monitor Effectiveness of G2.B1.S2

Completed schedule

Person or Persons Responsible

Administration

Target Dates or Schedule

November 1, 2013 and ongoing

Evidence of Completion

Sign in sheet from collaborative planning sessions

G2.B1.S3 Collaborative Planning Tool that includes list of expectation and norms

Action Step 1

Create Collaborative Planning tool that includes a list of expectations and norms

Person or Persons Responsible

Administration, Coaches/Instructional Partners

Target Dates or Schedule

October 17, 2013

Evidence of Completion

Completed tool

Action Step 2

Review scales and targets during collaborative planning to make sure targets are clearly and accurately identified on Common Board Configuration

Person or Persons Responsible

Classroom teachers, School-Based Coaches, Instructional Partners

Target Dates or Schedule

During scheduled Collaborative Planning

Evidence of Completion

Common Board Configuration is current and accurate

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Collaborative Planning tool

Person or Persons Responsible

Coaches

Target Dates or Schedule

Ongoing

Evidence of Completion

Tool being used during collaborative planning sessions

Plan to Monitor Effectiveness of G2.B1.S3

Teachers bringing prepared materials which allows for more to be completed during collaborative planning sessions

Person or Persons Responsible

Coaches, Instructional partners, administration

Target Dates or Schedule

During Collaborative planning sessions and ongoing for Common Board Configuration

Evidence of Completion

Completed lesson plans based on what is done in the process, Bloomboard evidence,

G2.B1.S4 Present Collaborative Planning Tool to grade chairs for teacher input

Action Step 1

Present tool developed to grade chairs for teacher input

Person or Persons Responsible

Administration

Target Dates or Schedule

October 17, 2013

Evidence of Completion

Email showing plan was sent for grade chairs to discuss the tool

Plan to Monitor Fidelity of Implementation of G2.B1.S4

Collaborative planning tool presented to grade chairs

Person or Persons Responsible

Administration

Target Dates or Schedule

October 17, 2013

Evidence of Completion

Feedback of the tool provided by grade chairs

Plan to Monitor Effectiveness of G2.B1.S4

Collaborative planning tool

Person or Persons Responsible

Coaches, Instructional Partners, Administration

Target Dates or Schedule

During collaborative planning sessions

Evidence of Completion

Teachers prepared with materials for collaborative planning sessions

G2.B1.S5 Leadership team will meet to make a schedule template for coaches

Action Step 1

Leadership team meeting to come to consensus about coaches dedicated time to support

Person or Persons Responsible

Administration and coaches

Target Dates or Schedule

Tuesday, October 22, 2013 at 8:45 am

Evidence of Completion

Schedule template of a week

Plan to Monitor Fidelity of Implementation of G2.B1.S5

Email invitation including what to bring to the meeting

Person or Persons Responsible

Assistant Principal

Target Dates or Schedule

October 17, 2013

Evidence of Completion

Completed email

Plan to Monitor Effectiveness of G2.B1.S5

Completed schedule template of week

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaches are spending 60% of their time daily supporting teachers

G2.B2 Lack of knowledge of depth of standards

G2.B2.S2 Provide and use item specifications and other online resources (i.e. CPalms) while collaboratively planning

Action Step 1

Provide Professional Development opportunities on utilization of available resources and tools

Person or Persons Responsible

Coaches, District Liason, and Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, Sign-in Sheets

Action Step 2

After each assessment (Interim or Quarterly Science progress monitoring, conduct data analysis to identify students' performance within those categories and develop differentiated instructional activities to address the individual needs

Person or Persons Responsible

Science Resource teacher, classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom observation of student work during labs

Action Step 3

Conduct mini-assessments and utilize results to drive instruction

Person or Persons Responsible

classroom teachers

Target Dates or Schedule

ongoing

Evidence of Completion

Increased student achievement on second assessment given for same standard

Plan to Monitor Fidelity of Implementation of G2.B2.S2

Collaborative Planning Tool being used in collaboratively planning sessions

Person or Persons Responsible

Instructional Partners, Coaches

Target Dates or Schedule

Ongoing collaborative planning sessions

Evidence of Completion

Lesson plans, Completed collaborative planning tool

Plan to Monitor Effectiveness of G2.B2.S2

Collection of weekly data

Person or Persons Responsible

Administration and Coaches

Target Dates or Schedule

Ongoing data meetings

Evidence of Completion

Meeting minutes and completed data analysis sheets

G2.B2.S3 Formal and Informal Observations and feedback provided to teachers

Action Step 1

Formal Observation calendar

Person or Persons Responsible

Administration

Target Dates or Schedule

October 1, 2013

Evidence of Completion

Completed calendar

Plan to Monitor Fidelity of Implementation of G2.B2.S3

Formal Observations completed

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Completed formal and informal observations in BloomBoard evaluation system

Plan to Monitor Effectiveness of G2.B2.S3

Completed observations

Person or Persons Responsible

Administration

Target Dates or Schedule

ongoing

Evidence of Completion

Improved teacher instruction and increased student achievement as evidenced by data analysis documents

G3. Teachers will implement explicit vocabulary instruction to increase student comprehension.

G3.B1 Lack of student's ability to use conventions of writing, grammar and sentence structure.

G3.B1.S2 Professional Development for our district writing curriculum, "Write from the Beginning". This includes incorporating thinking maps throughout the writing process.

Action Step 1

1. Teachers will attend district trainings on "Write from the Beginning". 2. Five teacher trainings throughout the year with our contracted writing consultant to train teachers. 3. Model and coach teachers in the implementation of "Write from the Beginning".

Person or Persons Responsible

1. District Writing Specialist 2. Contracted Writing Consultant 3. Literacy Coach

Target Dates or Schedule

1. District trainings are scheduled in the Fall of 2013 2. Five trainings by our contracted writing consultant will be scheduled on the following dates: 8/28, 10/15, 11/13, 1/14 and 2/4 3. On-going modeling throughout the school year with identified teachers

Evidence of Completion

1. Teacher will receive inservice points at the completion of the training. 2. Review of the student writing portfolios and writing samples 3. Coach Logs documenting classroom visits and teacher conferencing

Facilitator:

Nancy Prizito, Kristi Lickleiter, Mandy Rowland, Terrie Norris

Participants:

1. District writing specialist 2. Contracted writing consultant 3. Literacy Coach

Plan to Monitor Fidelity of Implementation of G3.B1.S2

1. Attend professional development trainings 2. Review writing samples and provide feedback to students and teachers

Person or Persons Responsible

1. Administration 2. Instructional Partner 3. Literacy Coach 4. Contracted Writing Consultant

Target Dates or Schedule

1. Review of writing portfolio will take place monthly in grade level data meetings. 2. Classroom observations.

Evidence of Completion

1. Data compiled from school-wide monthly writing prompts. 2. Teachers will exchange papers to improve calibration of the scoring utilizing the FCAT rubric. 3. Feedback from our writing consultant on writing samples.

Plan to Monitor Effectiveness of G3.B1.S2

School-wide writing samples

Person or Persons Responsible

1. Administration 2. Literacy Coach 3. Instructional Partner 4. Contracted writing consultant

Target Dates or Schedule

Monthly

Evidence of Completion

Student writing portfolios

G3.B1.S3 Students will increase time on task in writing across all curriculum

Action Step 1

Follow St Lucie County Literacy Routines with fidelity

Person or Persons Responsible

1.Classroom Teachers 2.Literacy Coach 3.Instructional Partner 4.Administration

Target Dates or Schedule

1.On-going 2. Daily

Evidence of Completion

By June 2014, 75% (81) of students in grade four will score a proficiency level or higher on the FCAT 2.0 Writing Test, Classroom Walkthroughs, student Writing Samples

Facilitator:

Nancy Prizito, Mandy Rowland, Terrie Norris, Dana Worthington

Participants:

1.Classroom Teachers 2.Literacy Coach 3.Instructional Partner 4.Administration

Plan to Monitor Fidelity of Implementation of G3.B1.S3

1. Attend professional development trainings 2. Review writing samples and provide feedback to students and teachers

Person or Persons Responsible

1. Administration 2. Instructional Partner 3. Literacy Coach 4. Contracted Writing Consultant

Target Dates or Schedule

Monthly

Evidence of Completion

Student writing samples

Plan to Monitor Effectiveness of G3.B1.S3

School-wide writing samples

Person or Persons Responsible

1. Administration 2. Literacy Coach 3. Instructional Partner 4. Classroom Teacher

Target Dates or Schedule

Monthly

Evidence of Completion

School-wide writing samples

G3.B2 Lack of appropriate implementation of the "Write from the Beginning" curriculum due to new teachers.

G3.B2.S1 Professional Development for our district writing curriculum, "Write from the Beginning" will be provided to new teachers.

Action Step 1

Teachers will attend professional Development to strengthen skills in teaching Write from the Beginning.

Person or Persons Responsible

Contracted writing consultant, Literacy Coach, Administration, Instructional Partner, Classroom teachers, Media Specialist

Target Dates or Schedule

Ongoing with Contracted Writing Consultant throughout 2013-14 school year.

Evidence of Completion

School-wide student writing samples

Facilitator:

Nancy Prizito, Terrie Norris, Dana Worthington, Many Rowland

Participants:

Contracted Writing Consultant, Literacy Coach, Administration, Instructional Partner, Classroom teachers, Media Specialist

Action Step 2

Five teacher trainings throughout the year

Person or Persons Responsible

Contracted Writing Consultant

Target Dates or Schedule

8/28/13, 10/15/13, 11/13/13, 1/14/14, 2/4/14

Evidence of Completion

Teachers will receive in-service points at the completion of the training

Action Step 3

Model and coach teachers in the implementation of "Write from the Beginning"

Person or Persons Responsible

School Based Coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Coaching logs

Plan to Monitor Fidelity of Implementation of G3.B2.S1

1. Attend professional development trainings 2. Review writing samples and provide feedback to students and teachers

Person or Persons Responsible

1. Administration 2. Instructional Partner 3. Literacy Coach 4. Contracted writing consultant

Target Dates or Schedule

1. Review of writing portfolio will take place monthly in grade level data meetings. 2. Classroom observations.

Evidence of Completion

School-wide writing samples

Plan to Monitor Effectiveness of G3.B2.S1

School-wide writing samples

Person or Persons Responsible

1. Administration 2. Literacy Coach 3. Instructional Partner 4. Contracted writing consultant

Target Dates or Schedule

Monthly

Evidence of Completion

School Wide Writing Samples

G3.B3 The area of deficiency as noted on the 2013 administration of the FCAT Reading Test was Reporting Category 1- Vocabulary

G3.B3.S1 Emphasize reading strategies which will help students determine the meaning of words by using context clues through the use of Document Based Questioning (DBQ)

Action Step 1

Teachers will implement explicit vocabulary instruction to increase student achievement

Person or Persons Responsible

Classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

By June 2014, 75% (81) of students in grade four will score a proficiency level or higher on the FCAT 2.0 Writing Test, Lesson plans, administrative classroom walk-throughs

Action Step 2

Verify that the St. Lucie Literacy routine is followed with fidelity

Person or Persons Responsible

Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

Correct use of routine during instruction

Action Step 3

Teachers will differentiate instruction

Person or Persons Responsible

Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Small group instruction is evident during walk-throughs

Action Step 4

Teachers will unwrap NGSSS vocabulary standards

Person or Persons Responsible

Teachers

Target Dates or Schedule

During collaborative planning sessions

Evidence of Completion

lesson plans that reflect the rigor of the standard

Action Step 5

More rigorous tasks will be aligned to the vocabulary standards

Person or Persons Responsible

Teachers

Target Dates or Schedule

During collaborative planning sessions

Evidence of Completion

lesson plans that reflect the rigor of the standard

Plan to Monitor Fidelity of Implementation of G3.B3.S1

Grade level formative assessments will be reviewed, teacher modeling "Think alouds"

Person or Persons Responsible

Literacy Coach, Instructional Partner, Administration

Target Dates or Schedule

Ongoing

Evidence of Completion

documentation of observations in teacher evaluation system, compilation of weekly data from assessments and documentation on tracking sheets

Plan to Monitor Effectiveness of G3.B3.S1

Review of weekly assessment data

Person or Persons Responsible

Administration, Literacy Coach, Instructional Partner

Target Dates or Schedule

Weekly data meetings

Evidence of Completion

Common weekly generated assessments, Easy CBM Benchmark assessments, teacher assessment identifying learning scale of targeted goal, results from the FCAT assessment, Journeys Unity assessments

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, Part A

Services are provided to ensure students requiring additional remediation are assisted through after school programs or summer school. The district coordinates with Title II and Title III in ensuring staff development needs are provided.

Title I, Part C- Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title I and other programs to ensure students' needs are met.

Title I, Part D

District receives funds to support the Educational Alternative Outreach program. Services are coordinated with district Drop-out Prevention Programs.

Title II

District receives supplemental funds for improving basic education programs through the purchase of small equipment to supplement education programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title III

Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless

District Homeless Social Worker provides resources (clothing, school supplies, and social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free appropriate education.

Supplemental Academic Instruction (SAI)

SAI funds will be coordinated with Title I funds to provide summer school for level 1 readers. SAI funds will be used to expand the summer program to all level 2 students.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students which incorporates field trips, community service, drug tests and counseling

Nutrition Programs

Fruit and Vegetable Grant

Weatherbee Elementary was awarded a Fresh Fruit and Vegetable Grant for the 2011-2012 and again for 2012-2013 school year. The grant sets aside funds for fresh fruits and vegetables to be served to students five times a week Monday- Friday. Information is shared by the district describing the nutritional value of the item and a variety of methods for preparation. In addition, lesson plans are also made available to the teachers for classroom instruction.

Housing Programs

N/A

Head Start

N/A

Adult Education

Weatherbee houses a Rosetta Stone Lab which hosts ESOL parents twice a week for 2.5 hours per evening throughout the year.

Career and Technical Education

N/A

Job Training

N/A

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.

G3. Teachers will implement explicit vocabulary instruction to increase student comprehension.

G3.B1 Lack of student's ability to use conventions of writing, grammar and sentence structure.

G3.B1.S2 Professional Development for our district writing curriculum, "Write from the Beginning". This includes incorporating thinking maps throughout the writing process.

PD Opportunity 1

1. Teachers will attend district trainings on "Write from the Beginning". 2. Five teacher trainings throughout the year with our contracted writing consultant to train teachers. 3. Model and coach teachers in the implementation of "Write from the Beginning".

Facilitator

Nancy Prizito, Kristi Lickleiter, Mandy Rowland, Terrie Norris

Participants

1. District writing specialist 2. Contracted writing consultant 3. Literacy Coach

Target Dates or Schedule

1. District trainings are scheduled in the Fall of 2013 2. Five trainings by our contracted writing consultant will be scheduled on the following dates: 8/28, 10/15, 11/13, 1/14 and 2/4 3. On-going modeling throughout the school year with identified teachers

Evidence of Completion

1. Teacher will receive inservice points at the completion of the training. 2. Review of the student writing portfolios and writing samples 3. Coach Logs documenting classroom visits and teacher conferencing

G3.B1.S3 Students will increase time on task in writing across all curriculum

PD Opportunity 1

Follow St Lucie County Literacy Routines with fidelity

Facilitator

Nancy Prizito, Mandy Rowland, Terrie Norris, Dana Worthington

Participants

1.Classroom Teachers 2.Literacy Coach 3.Instructional Partner 4.Administration

Target Dates or Schedule

1.On-going 2. Daily

Evidence of Completion

By June 2014, 75% (81) of students in grade four will score a proficiency level or higher on the FCAT 2.0 Writing Test, Classroom Walkthroughs, student Writing Samples

G3.B2 Lack of appropriate implementation of the "Write from the Beginning" curriculum due to new teachers.

G3.B2.S1 Professional Development for our district writing curriculum, "Write from the Beginning" will be provided to new teachers.

PD Opportunity 1

Teachers will attend professional Development to strengthen skills in teaching Write from the Beginning.

Facilitator

Nancy Prizito, Terrie Norris, Dana Worthington, Many Rowland

Participants

Contracted Writing Consultant, Literacy Coach, Administration, Instructional Partner, Classroom teachers, Media Specialist

Target Dates or Schedule

Ongoing with Contracted Writing Consultant throughout 2013-14 school year.

Evidence of Completion

School-wide student writing samples

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G3.	Teachers will implement explicit vocabulary instruction to increase student comprehension.	\$10,700
Total		\$10,700

Budget Summary by Funding Source and Resource Type

Funding Source	Professional Development	Total
Title One	\$10,700	\$10,700
Total	\$10,700	\$10,700

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G3. Teachers will implement explicit vocabulary instruction to increase student comprehension.

G3.B2 Lack of appropriate implementation of the "Write from the Beginning" curriculum due to new teachers.

G3.B2.S1 Professional Development for our district writing curriculum, "Write from the Beginning" will be provided to new teachers.

Action Step 1

Teachers will attend professional Development to strengthen skills in teaching Write from the Beginning.

Resource Type

Professional Development

Resource

Funding Source

Title One

Amount Needed

\$10,700