

Weatherbee Elementary School



2015-16 School Improvement Plan

Weatherbee Elementary School

800 E WEATHERBEE RD, Fort Pierce, FL 34982

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

School Demographics

School Type
Elementary

Title I
Yes

Free/Reduced Price Lunch
95%

Alternative/ESE Center
No

Charter School
No

Minority
76%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	D	C	B

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Weatherbee Elementary School is to encourage and insure success for every child in a nurturing, motivating, and safe environment.

Provide the school's vision statement

We at Weatherbee Elementary believe that maximum educational growth is achieved with the school, family, and community working together to meet the needs of each child.

School Environment

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

Kids at Hope at Weatherbee fosters our culture through a variety of events such as:

Meet the Teacher

Student Led Conferences

Other Caring Adults

Parent Conference Night

Positive Behavior Intervention Support Events

Math Night

Families Building Better Readers

ESOL Parent Nights

All these events help us to build a culture of trust and open communications for all stakeholders.

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

Weatherbee Elementary creates a safe and positive environment through the combination of Kids At Hope,

Positive Behavior Intervention Support and CHAMPS. Weatherbee has been recognized as a Gold Model PBIS school for the past five years and as a model Kids At Hope school. Through these three initiatives Weatherbee provides a safe environment for all students as evidenced by a school-wide survey indicating over 90% of students responding positively.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Weatherbee utilizes St. Lucie Public School's Code of Conduct in conjunction with a school-wide developed PBIS plan outlining protocols for student behavior and clearly defines expectations and consequences. All school personnel have been trained with the PBIS Plan, CHAMPS protocol and Kids at Hope philosophy through both initial trainings for new employees and ongoing booster trainings. Behavioral data is pulled routinely and shared with both the Response to Intervention Behavior team as well as all faculty and staff on a monthly basis.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Weatherbee utilizes:
 Kids at Hope
 Too Good for Drugs
 High Hopes
 Small group social skills training
 Attendance Committee and incentive program
 Check-in / Check-out teacher mentoring program
 Ameri-Corps volunteers
 Kagan Cooperative Learning Structures
 Through the use of these programs students are supported routinely.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

N/A

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	6	30	34	19	11	21	121
One or more suspensions	0	2	5	3	4	7	21
Course failure in ELA or Math	0	6	1	8	29	20	64
Level 1 on statewide assessment	0	0	0	0	8	6	14

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	5	6	10	21	19	61

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

Weatherbee employs two full-time Reading Interventionist utilizing Tier II and Tier III interventions During Resource time. The following Curriculum are utilized:
 Foundations
 Just Words
 Journeys Toolkit
 During the RtI Walk To Intervention Block the Instructors, Resource Teachers, and Coaches utilize the following:
 Imagine
 Foundations
 Elements of Vocabulary

Journeys Toolkit

Students performance is continuously monitored weekly or bi-monthly. Data is routinely reviewed by the instructors and reviewed quarterly by the RtI Core Team.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/181027>.

Description

A PIP has been uploaded for this school or district - see the link above.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Weatherbee hosts both an annual Volunteer/Business Partner orientation and recognition ceremony. Recruitment occurs continuously by actively contacting local business partners and community members/organizations to assist in a variety of events and activities (i.e. US Coast Guard, Fire Department, Applebee's, St. Andrew's Lutheran Church and Dyer Chevrolet etc.) Partners are encouraged to be involved in a variety of school events such as Student Led Conferences, Kids At Hope Events, Water Safety, Parent presentations, etc. Through our partnerships donations are made to recognize students and staff members through a variety of incentives such as gift certificates, in-kind services, etc.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Hitsman, Michael	Principal
Avellino, Jennifer	Assistant Principal
Croll, Sara	Instructional Coach
Bunnell, Erin	Instructional Coach
Brainin, Lilyse	Instructional Coach
Hamblin, Melissa	Guidance Counselor

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

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

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

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

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.

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

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Stephanie Symonds	Parent
Michael Hltsman	Principal
Eizabeth Thomas	Parent
Caroline Redding	Teacher
Mellisa Hamblin	Education Support Employee
Kimberly Roberts	Business/Community
Toni Daugherty	Parent
David Dangerfield	Business/Community
Tina Klein	Business/Community
Erin Bunnell	Teacher
Azara Williams	Parent
Regina Buxton	Parent
Daisy Pelayo	Parent
Maria Soto	Parent
Ashley Morris	Parent
Sara Croll	Teacher
Jennifer Avellino	Education Support Employee
	Student

Duties

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

Evaluation of last year's school improvement plan

The plan was reviewed at the end of the 2014-15 school year during the final School Advisory Council meeting as well as through individual sub-group committees. Commendations on the current plan were noted as well as recommendations for the 2015-16 School Improvement Plan.

Development of this school improvement plan

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.

Preparation of the school's annual budget and plan

The 2015-16 Title I budget allocations were shared with the team at the final meeting of the School Advisory Council with a request for recommendations on expenditures. Items discussed included continuation of current staff and the addition of instructional support staff. After-school tutoring, professional development, curriculum, materials and supplies, etc. were discussed. Upon reviewing the current budget, the 2015-16 School Advisory Council members were requested to meet with their colleagues and discuss options on expenditure of the current fiscal budget.

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

School Improvement funds were utilized to purchase classroom libraries for some classrooms in grades K-5.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Croll, Sara	Instructional Coach
Hitsman, Michael	Principal
Laster, Diane	Instructional Media
Brainin, Lilyse	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership team will be focusing on several major initiatives that include the new Florida Standards, Differentiated Instruction, Response to Literature and Interactive Student Notebooks. We

will continue to refine our school based programs aligned to the District's Literacy Routine that addresses sight words, vocabulary, fluency, comprehension, decoding, oral language and writing across the curriculum. Celebrations will include Young Author's, Literacy Week, Scholastic Reading Challenges, Family Literacy Nights, and Student Led Conferences.

Additional School Members that serve on the LLT:

Melissa Smith, Kindergarten Teacher
Iralis Sanchez, Second Grade Teacher
Aryne Rackley, Third Grade Teacher
Nancy Meishner, Fourth Grade Teacher
Paula Girardi, First Grade Teacher
Carlos Carrasquillo, Speech/Language Pathologist
Cynthia Dubuque, Fourth Grade Teacher
Hope Wingo, Fifth Grade Teacher
Terrie Norris, Reading Interventionist
Edward Strivelli, Writing Teacher
Diane Laster, Media Specialist
Pam Ferentzy, Media Center Clerk
Susan Figueroa, ESOL Paraprofessional
Maureen Webster, Prek-Paraprofessional

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Weekly peer nominated recognitions, Sunshine Committee, Staff celebrations, SHINE program and team building activities. A school model to facilitate collaborative planning has been designed to ensure all stakeholders have sufficient time for planning and preparation; in addition to daily collaborative planning and data review. Instructional Coaches, administration along with District Instructional Partners work collaboratively during this time frame.

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

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

Describe the school's teacher mentoring program, including the rationale for pairings and 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.
- Observe highly effective teachers.
- Complete and document target skills/activities on log.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Weatherbee Elementary utilizes the District adopted core instructional programs along with additional support items and resources that align with "The Florida Standards". The Differentiated Accountability/District Curriculum teams provides an Instructional Focus Calendar that teachers utilize in order to plan for specific standards on a weekly basis. Instructional Coaches and teachers utilize unwrapped standards and plan deliberately to ensure that materials used during the lesson are meeting the rigor of the standards as aligned to the Test Item Specifications. Lesson plans and assessments are reviewed weekly by School-based Coaches and administration prior to the delivery of instruction to ensure a focus on identified standards.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Weekly assessments are administered in Math and Reading (Science in grade 5). Data meetings are held weekly with grade groups to determine mastery of standards, discuss additional strategies and align instruction. Differentiated Instruction is provided through a variety of methodologies such as: Reading instruction provided by Intervention Specialists during Resource time, school-wide Walk-to-Intervention and within the district literacy and math blocks as identified by classroom teachers.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 22,275

Title I Tutoring uses the strategies of additional time to work on Core Academic Subjects and homework to increase the instructional day and provide extended learning opportunities.

Strategy Rationale

Research shows that additional instructional time beyond the school day will increase student performance when delivered in small group settings.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hitsman, Michael, michael.hitsman@stlucieschools.org

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

Data is collected from previous State-wide assessments such as the FSA (grades 3-5) and District provided Easy CBM assessments (K-5) to determine placement in the program for students. District based assessments (Quantum Leap; Mind Words) and classroom assessments are monitored regularly to determine the effectiveness of the strategies.

Strategy: Weekend Program

Minutes added to school year: 1,500

Weatherbee will host a Writing and Science Camp that will run consecutively.

Strategy Rationale

Research shows that additional instructional time beyond the school day will increase student performance when delivered in small group settings.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Avellino, Jennifer, jennifer.avellino@stlucieschools.org

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

Pre and Post assessments will be administered.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

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.

College and Career Readiness

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

N/A

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

N/A

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

N/A

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All teachers will deliver Standards Based Instruction utilizing Best Practice Instruction to effectively improve student achievement.
- G2.** All teachers will be proficient in collaborative planning for standards-based instruction
- G3.** All Teachers will plan for and deliver quality Differentiated Instruction daily in Reading and Math.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. All teachers will deliver Standards Based Instruction utilizing Best Practice Instruction to effectively improve student achievement. 1a

G071046

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	75.0
Math Gains	75.0
FSA - Mathematics - Proficiency Rate	57.0
ELA/Reading Gains	75.0

Resources Available to Support the Goal 2

- Instructional Partner and School-based Coaches will provide modeling and support to teachers
- Professional development on delivery of standard based instruction and Best Practice.

Targeted Barriers to Achieving the Goal 3

- Teacher's insufficient knowledge on the delivery of Standards Based Instruction (varying teacher experience)
- Teacher's insufficient knowledge of Florida State Standards
- Insufficient time to learn and implement with fidelity Florida State Standards

Plan to Monitor Progress Toward G1. 8

Formal and Informal Observations of classroom instruction, data meetings

Person Responsible

Michael Hitsman

Schedule

Daily, from 8/3/2015 to 8/3/2015

Evidence of Completion

Formal/informal Bloomboard Observations, informal walkthroughs, data meeting agendas and minutes

G2. All teachers will be proficient in collaborative planning for standards-based instruction 1a

G071047

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- C-Palms, Test Item Specs, Unwrapping tool, two 45 minute planning times, guidance and support from Instructional Partners and Professional Development, Go Math!, Science Fusion and Journey's Reading Series are available, Book Room, Classroom libraries, Grade Level Manipulative Bins, computers with programs and Integrated Units of Study.

Targeted Barriers to Achieving the Goal 3

- All teachers are not proficient in collaborative planning (varying levels of experience and teacher tenure)

Plan to Monitor Progress Toward G2. 8

Completed Collaborative Planning Tools and Classroom and District Data

Person Responsible

Erin Bunnell

Schedule

Weekly, from 8/3/2015 to 5/27/2016

Evidence of Completion

Completed collaborative planning tool and data

Plan to Monitor Progress Toward G2. 8

Person Responsible

Schedule

Evidence of Completion

G3. All Teachers will plan for and deliver quality Differentiated Instruction daily in Reading and Math. 1a

G071048

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- School-wide and Grade Level Professional Development to deepen understanding of Differentiated Instruction supported through Literacy Coach, Instructional Coach, Math Coach, Kagan Trainer/Kagan Coach and the identification and delivery of curriculum materials/supplies aligned to differentiated instruction.

Targeted Barriers to Achieving the Goal 3

- The depth of teachers' knowledge of Differentiated Instructional routines and strategies in reading and math is insufficient.

Plan to Monitor Progress Toward G3. 8

Review data aligned to differentiated instruction

Person Responsible

Michael Hitsman

Schedule

Quarterly, from 9/1/2015 to 5/24/2016

Evidence of Completion

Data from District Comprehensives, Florida Standards Assessment, Easy CBM will be reviewed and analyzed.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. All teachers will deliver Standards Based Instruction utilizing Best Practice Instruction to effectively improve student achievement. **1**

 G071046

G1.B1 Teacher's insufficient knowledge on the delivery of Standards Based Instruction (varying teacher experience) **2**

 B185316

G1.B1.S1 Provide Professional Development on the delivery of Standards Based Instruction aligned with The Florida Standards **4**

 S196745

Strategy Rationale

The standards are new to all teachers and have had insufficient time to deepen their knowledge and deliver instruction on the new standards

Action Step 1 **5**

Provide unwrapped Florida State Standards and Math Tool Box

Person Responsible

lilyse Brainin

Schedule

On 9/3/2015

Evidence of Completion

Math Tool Box and Unwrapped FSS provided

Action Step 2 5

Print Test Specifications, Florida Standards, scales and checklist

Person Responsible

Jennifer Avellino

Schedule

On 9/3/2015

Evidence of Completion

Printed copies given to teachers

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

Evidence of teacher preparation, utilizing the Tool Box and Item Specifications during collaborative planning sessions and review of weekly lesson plans

Person Responsible

Jennifer Avellino

Schedule

On 5/31/2016

Evidence of Completion

Daily lesson plans, observations and completed collaborative planning action sheet

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

Collaborative planning structure is being implemented

Person Responsible

lilyse Brainin

Schedule

Daily, from 8/3/2015 to 8/3/2015

Evidence of Completion

Completed lesson plans, evidence of lesson plan being implemented with fidelity and coaching support documentation (Collaborative Planning Action Sheet)


G2. All teachers will be proficient in collaborative planning for standards-based instruction **1**

 G071047

G2.B1 All teachers are not proficient in collaborative planning (varying levels of experience and teacher tenure) **2**

 B185319

G2.B1.S1 Continue to evaluate and refine the process of collaborative planning **4**

 S196748

Strategy Rationale

Weatherbee has new instructional staff members that are not familiar with this process. Returning staff members need to become more proficient in the process. This will enable our staff to deliver quality instruction to meet the diverse needs of our students.

Action Step 1 **5**

Continue to utilize collaborative planning tool.

Person Responsible

Erin Bunnell

Schedule

Weekly, from 8/3/2015 to 5/27/2016

Evidence of Completion

Revised collaborative planning tool

Action Step 2 **5**

Provided overview of the expectations for the revised collaborative planning tool

Person Responsible

Sara Croll

Schedule

Weekly, from 8/3/2015 to 5/27/2016

Evidence of Completion

Instructional staff is utilizing the test specifications and resources during collaborative planning as evidenced by collaborative planning tool documentation.

Action Step 3 5

Align St. Lucie County Framework, Domains 2-4 to collaborative plans

Person Responsible

Erin Bunnell

Schedule

Weekly, from 8/3/2015 to 5/27/2016

Evidence of Completion

Completed Lesson plans, formal observation documents and after school training in St. Lucie County Framework

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

Monitor lesson plans utilizing Planbook.com

Person Responsible

Jennifer Avellino

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Feedback provided to teachers on lesson plan feedback implementation document

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

Scheduled collaborative planning

Person Responsible

Sara Croll

Schedule

Daily, from 8/3/2015 to 5/26/2016

Evidence of Completion

Collaborative Planning Tool minutes

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

Data driven instruction based on assessments created during collaborative planning

Person Responsible

Michael Hitsman

Schedule

Weekly, from 8/3/2015 to 5/26/2016

Evidence of Completion

Data Analysis Worksheets, data meeting minutes and assessment data

G3. All Teachers will plan for and deliver quality Differentiated Instruction daily in Reading and Math. 1


 G071048

G3.B1 The depth of teachers' knowledge of Differentiated Instructional routines and strategies in reading and math is insufficient. 2

 B185320

G3.B1.S1 Provide consistent on-going professional development. Provide consistent support during weekly collaborative planning sessions in order to develop and provide quality differentiated instruction.

4

 S196749

Strategy Rationale

Insufficient knowledge of differentiated instruction process aligned to the current standards and data.

Action Step 1 5

Provide ongoing, focused and relevant support during collaborative planning, using the collaborative planning tool and allocating time to plan for Differentiated Instruction to include Kagan Cooperative Learning Structures.

Person Responsible

lilyse Brainin

Schedule

Weekly, from 8/3/2015 to 5/26/2016

Evidence of Completion

Teacher sign-in sheets, completed lesson plans, classroom walk through observation data

Action Step 2 5

Kagan Trainer/Coach will facilitate ongoing professional development in Cooperative Learning Structures to all staff as well as in individual classrooms

Person Responsible

lilyse Brainin

Schedule

Daily, from 8/3/2015 to 10/17/2015

Evidence of Completion

Feedback given to teachers, Outlook Calendar, minutes from collaborative planning time

Action Step 3 5

Model Differentiated Instruction, with embedded Kagan structures; based on informal observations

Person Responsible

lilyse Brainin

Schedule

Weekly, from 8/3/2015 to 5/26/2016

Evidence of Completion

Graphs created from pre and post Classroom Walk-through data

Action Step 4 5

Administration communicates the structure and expectations of the reading and mathematics block for Differentiated Instruction, utilizing Kagan Structures

Person Responsible

Michael Hitsman

Schedule

On 5/26/2016

Evidence of Completion

Data Meeting Agenda and minutes, collaborative planning with coaches and classroom walk throughs

Action Step 5 5

Teachers implement the structure and expectations of the reading and mathematics block small-group instruction

Person Responsible

lilyse Brainin

Schedule

Weekly, from 8/3/2015 to 5/3/2016

Evidence of Completion

Lesson plans, classroom walk-throughs and on-going coaching

Action Step 6 5

Coaches provide feedback and support to teachers as they teach transition strategies and school based expectations of the reading and mathematics block.

Person Responsible

lilyse Brainin

Schedule

Weekly, from 8/3/2015 to 5/26/2016

Evidence of Completion

Anecdotal notes, email correspondence and "Carbon notes"

Action Step 7 5

Teachers work with refined lesson plan tool to document differentiated instruction in reading and mathematics blocks.

Person Responsible

Erin Bunnell

Schedule

Weekly, from 8/3/2015 to 5/26/2016

Evidence of Completion

Lesson plans

Action Step 8 5

District support staff will provide feedback and support to teachers as they implement the structure and expectations of the reading and mathematics block.

Person Responsible

lilyse Brainin

Schedule

Monthly, from 8/3/2015 to 5/26/2016

Evidence of Completion

Feedback and sign in rosters

Action Step 9 5

DA facilitates classroom walk throughs to provide feedback on the implementation of the structure and expectations of the reading and mathematics block from whole-group to small-group instruction.

Person Responsible

Michael Hitsman

Schedule

Monthly, from 8/3/2015 to 5/26/2016

Evidence of Completion

Lesson plans, classroom walk through data, reflective discussions from collaborative planning

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Review data during leadership meetings

Person Responsible

Michael Hitsman

Schedule

Weekly, from 8/31/2015 to 8/31/2015

Evidence of Completion

Minutes from leadership meeting and invitations sent through Outlook

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Review data aligned to differentiated instruction

Person Responsible

Michael Hitsman

Schedule

On 5/24/2016

Evidence of Completion

Data from weekly mini-bats, Classworks assessments, District Informatives, etc. will be reviewed and analyzed.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Provide unwrapped Florida State Standards and Math Tool Box	Brainin, Lilyse	8/3/2015	Math Tool Box and Unwrapped FSS provided	9/3/2015 one-time
G2.B1.S1.A1	Continue to utilize collaborative planning tool.	Bunnell, Erin	8/3/2015	Revised collaborative planning tool	5/27/2016 weekly
G3.B1.S1.A1	Provide ongoing, focused and relevant support during collaborative planning, using the collaborative planning tool and allocating time to plan for Differentiated Instruction to include Kagan Cooperative Learning Structures.	Brainin, Lilyse	8/3/2015	Teacher sign-in sheets, completed lesson plans, classroom walk through observation data	5/26/2016 weekly
G1.B1.S1.A2	Print Test Specifications, Florida Standards, scales and checklist	Avellino, Jennifer	8/3/2015	Printed copies given to teachers	9/3/2015 one-time
G2.B1.S1.A2	Provided overview of the expectations for the revised collaborative planning tool	Croll, Sara	8/3/2015	Instructional staff is utilizing the test specifications and resources during collaborative planning as evidenced by collaborative planning tool documentation.	5/27/2016 weekly
G3.B1.S1.A2	Kagan Trainer/Coach will facilitate ongoing professional development in Cooperative Learning Structures to all staff as well as in individual classrooms	Brainin, Lilyse	8/3/2015	Feedback given to teachers, Outlook Calendar, minutes from collaborative planning time	10/17/2015 daily
G2.B1.S1.A3	Align St. Lucie County Framework, Domains 2-4 to collaborative plans	Bunnell, Erin	8/3/2015	Completed Lesson plans, formal observation documents and after school training in St. Lucie County Framework	5/27/2016 weekly
G3.B1.S1.A3	Model Differentiated Instruction, with embedded Kagan structures; based on informal observations	Brainin, Lilyse	8/3/2015	Graphs created from pre and post Classroom Walk-through data	5/26/2016 weekly
G3.B1.S1.A4	Administration communicates the structure and expectations of the reading and mathematics block for Differentiated Instruction, utilizing Kagan Structures	Hitsman, Michael	8/3/2015	Data Meeting Agenda and minutes, collaborative planning with coaches and classroom walk throughs	5/26/2016 one-time
G3.B1.S1.A5	Teachers implement the structure and expectations of the reading and mathematics block small-group instruction	Brainin, Lilyse	8/3/2015	Lesson plans, classroom walk-throughs and on-going coaching	5/3/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A6	Coaches provide feedback and support to teachers as they teach transition strategies and school based expectations of the reading and mathematics block.	Brainin, lilyse	8/3/2015	Anecdotal notes, email correspondence and "Carbon notes"	5/26/2016 weekly
G3.B1.S1.A7	Teachers work with refined lesson plan tool to document differentiated instruction in reading and mathematics blocks.	Bunnell, Erin	8/3/2015	Lesson plans	5/26/2016 weekly
G3.B1.S1.A8	District support staff will provide feedback and support to teachers as they implement the structure and expectations of the reading and mathematics block.	Brainin, lilyse	8/3/2015	Feedback and sign in rosters	5/26/2016 monthly
G3.B1.S1.A9	DA facilitates classroom walk throughs to provide feedback on the implementation of the structure and expectations of the reading and mathematics block from whole-group to small-group instruction.	Hitsman, Michael	8/3/2015	Lesson plans, classroom walk through data, reflective discussions from collaborative planning	5/26/2016 monthly
G1.MA1	Formal and Informal Observations of classroom instruction, data meetings	Hitsman, Michael	8/3/2015	Formal/informal Bloomboard Observations, informal walkthroughs, data meeting agendas and minutes	8/3/2015 daily
G1.B1.S1.MA1	Collaborative planning structure is being implemented	Brainin, lilyse	8/3/2015	Completed lesson plans, evidence of lesson plan being implemented with fidelity and coaching support documentation (Collaborative Planning Action Sheet)	8/3/2015 daily
G1.B1.S1.MA1	Evidence of teacher preparation, utilizing the Tool Box and Item Specifications during collaborative planning sessions and review of weekly lesson plans	Avellino, Jennifer	8/3/2015	Daily lesson plans, observations and completed collaborative planning action sheet	5/31/2016 one-time
G2.MA1	Completed Collaborative Planning Tools and Classroom and District Data	Bunnell, Erin	8/3/2015	Completed collaborative planning tool and data	5/27/2016 weekly
G2.MA2	[no content entered]			once	
G2.B1.S1.MA1	Data driven instruction based on assessments created during collaborative planning	Hitsman, Michael	8/3/2015	Data Analysis Worksheets, data meeting minutes and assessment data	5/26/2016 weekly
G2.B1.S1.MA1	Monitor lesson plans utilizing Planbook.com	Avellino, Jennifer	8/24/2015	Feedback provided to teachers on lesson plan feedback implementation document	5/27/2016 monthly
G2.B1.S1.MA2	Scheduled collaborative planning	Croll, Sara	8/3/2015	Collaborative Planning Tool minutes	5/26/2016 daily
G3.MA1	Review data aligned to differentiated instruction	Hitsman, Michael	9/1/2015	Data from District Comprehensives, Florida Standards Assessment, Easy CBM will be reviewed and analyzed.	5/24/2016 quarterly
G3.B1.S1.MA1	Review data aligned to differentiated instruction	Hitsman, Michael	8/18/2015	Data from weekly mini-bats, Classworks assessments, District Informatives, etc. will be reviewed and analyzed.	5/24/2016 one-time
G3.B1.S1.MA1	Review data during leadership meetings	Hitsman, Michael	8/31/2015	Minutes from leadership meeting and invitations sent through Outlook	8/31/2015 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

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

G1.B1 Teacher's insufficient knowledge on the delivery of Standards Based Instruction (varying teacher experience)

G1.B1.S1 Provide Professional Development on the delivery of Standards Based Instruction aligned with The Florida Standards

PD Opportunity 1

Provide unwrapped Florida State Standards and Math Tool Box

Facilitator

Ilyse Brainin, Sara Croll and Erin Bunnell.

Participants

All K-5 teachers

Schedule

On 9/3/2015

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

G2.B1 All teachers are not proficient in collaborative planning (varying levels of experience and teacher tenure)

G2.B1.S1 Continue to evaluate and refine the process of collaborative planning

PD Opportunity 1

Align St. Lucie County Framework, Domains 2-4 to collaborative plans

Facilitator

Erin Bunnell

Participants

All Staff

Schedule

Weekly, from 8/3/2015 to 5/27/2016

G3. All Teachers will plan for and deliver quality Differentiated Instruction daily in Reading and Math.

G3.B1 The depth of teachers' knowledge of Differentiated Instructional routines and strategies in reading and math is insufficient.

G3.B1.S1 Provide consistent on-going professional development. Provide consistent support during weekly collaborative planning sessions in order to develop and provide quality differentiated instruction.

PD Opportunity 1

Provide ongoing, focused and relevant support during collaborative planning, using the collaborative planning tool and allocating time to plan for Differentiated Instruction to include Kagan Cooperative Learning Structures.

Facilitator

Ilyse Brainin, Sara Croll, Erin Bunnell.

Participants

All K-5 teachers.

Schedule

Weekly, from 8/3/2015 to 5/26/2016

PD Opportunity 2

Kagan Trainer/Coach will facilitate ongoing professional development in Cooperative Learning Structures to all staff as well as in individual classrooms

Facilitator

Kagan Trainer/Coach

Participants

All PK-5 Instructional Staff

Schedule

Daily, from 8/3/2015 to 10/17/2015

PD Opportunity 3

Model Differentiated Instruction, with embedded Kagan structures; based on informal observations

Facilitator

Sara Croll, Erin Bunnell, Ilyse Brainin, other District personnel

Participants

All PK-5 Instructional personnel

Schedule

Weekly, from 8/3/2015 to 5/26/2016

PD Opportunity 4

Teachers implement the structure and expectations of the reading and mathematics block small-group instruction

Facilitator

Sara Croll, Erin Bunnell, Ilyse Brainin

Participants

All K-5 Teachers

Schedule

Weekly, from 8/3/2015 to 5/3/2016

PD Opportunity 5

District support staff will provide feedback and support to teachers as they implement the structure and expectations of the reading and mathematics block.

Facilitator

District Identified Personnel

Participants

All PK-5 instructional staff

Schedule

Monthly, from 8/3/2015 to 5/26/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Provide unwrapped Florida State Standards and Math Tool Box				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0040 - Weatherbee Elementary School	Title I Part A		\$0.00
2	G1.B1.S1.A2	Print Test Specifications, Florida Standards, scales and checklist				\$0.00
3	G2.B1.S1.A1	Continue to utilize collaborative planning tool.				\$0.00
4	G2.B1.S1.A2	Provided overview of the expectations for the revised collaborative planning tool				\$0.00
5	G2.B1.S1.A3	Align St. Lucie County Framework, Domains 2-4 to collaborative plans				\$0.00
6	G3.B1.S1.A1	Provide ongoing, focused and relevant support during collaborative planning, using the collaborative planning tool and allocating time to plan for Differentiated Instruction to include Kagan Cooperative Learning Structures.				\$0.00
7	G3.B1.S1.A2	Kagan Trainer/Coach will facilitate ongoing professional development in Cooperative Learning Structures to all staff as well as in individual classrooms				\$10,747.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6400		0040 - Weatherbee Elementary School			\$10,747.00
8	G3.B1.S1.A3	Model Differentiated Instruction, with embedded Kagan structures; based on informal observations				\$4,498.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0040 - Weatherbee Elementary School			\$4,498.00
9	G3.B1.S1.A4	Administration communicates the structure and expectations of the reading and mathematics block for Differentiated Instruction, utilizing Kagan Structures				\$0.00
10	G3.B1.S1.A5	Teachers implement the structure and expectations of the reading and mathematics block small-group instruction				\$0.00
11	G3.B1.S1.A6	Coaches provide feedback and support to teachers as they teach transition strategies and school based expectations of the reading and mathematics block.				\$0.00

Budget Data

12	G3.B1.S1.A7	Teachers work with refined lesson plan tool to document differentiated instruction in reading and mathematics blocks.	\$0.00
13	G3.B1.S1.A8	District support staff will provide feedback and support to teachers as they implement the structure and expectations of the reading and mathematics block.	\$0.00
14	G3.B1.S1.A9	DA facilitates classroom walk throughs to provide feedback on the implementation of the structure and expectations of the reading and mathematics block from whole-group to small-group instruction.	\$0.00
Total:			\$15,245.00