St. Lucie Public Schools

Weatherbee Elementary School

2017-18 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 and Grades Served (per MSID File)	**2016-17 Title I School**	**2016-17 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2016-17 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

School Grades History

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

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Weatherbee Elementary School

DA Region and RED	DA Category and Turnaround Status
Southeast - [Gayle Sitter](#)	Comprehensive Support & Improvement - Dmt

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

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

b. 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.

2. School Environment

a. 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
Family Math Night
Family Literacy Night
ESOL Parent Nights
Single School Culture and Efficacy

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

b. 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 in the past six years and will be awarded a Bronze Model PBIS school for 2016-2017. Weatherbee is also a model Kids At Hope school. Through these three initiatives Weatherbee provides a safe environment for all students as evidenced by the 2015-2016 school-wide survey with over 90% of students responding positively .

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

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 (MTSS) as well as all faculty and staff on a monthly basis.

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

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
Kagan Cooperative Learning Structures
Peer Leadership Program
Safer Smarter Kids
Castles
Student Success Skills

Through the use of these programs students are supported routinely.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

N/A

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	26	18	15	18	13	1	0	0	0	0	0	0	0	91
One or more suspensions	2	5	3	8	7	0	0	0	0	0	0	0	0	25
Course failure in ELA or Math	1	3	1	37	17	1	0	0	0	0	0	0	0	60
Level 1 on statewide assessment	0	0	0	58	40	60	0	0	0	0	0	0	0	158

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	2	3	0	42	21	1	0	0	0	0	0	0	0	69

c. 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 Interventionists utilizing Tier II and Tier III interventions during Resource time. The following Curriculum are utilized:
i-Ready Toolbox
Leveled Literacy Intervention (LLI)
Fundations
Just Words

During the MTSS Walk To Intervention Block the Instructors, Resource Teachers, and Coaches utilize the following:
Imagine
Fundations
Elements of Vocabulary
i-Ready Toolbox
Leveled Literacy Intervention (LLI)

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

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

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

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
Yes

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

2. Description

· 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)

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

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, Seacoast National Bank, Horace Mann, St. Andrew's Lutheran Church, etc.) Partners are encouraged to be involved in a variety of school events such as Student Led Conferences, Kids At Hope Events, Water Safety programs, 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.

C. Effective Leadership

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Hitsman, Michael	Principal
Bunnell, Erin	Instructional Coach
Hamblin, Melissa	Guidance Counselor
Bolitho, Heather	Instructional Coach
Cain, Kimberly	Assistant Principal
Buhrman, Stacey	Teacher, ESE
Fess, Cassandra	Administrative Support

b. Duties

1. 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.

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 Multi-Tiered Systems of Support meetings.

Teacher on Special Assignment (TSA):Provides disciplinary support to students and teachers, monitors and shares disciplinary/attendance data, and serves on the PBIS/CHAMPS committees.

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

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

Since the 2011-2012 school year, Weatherbee Elementary has been awarded a Fresh Fruit and Vegetable Grant. 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 items 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 2.0 hours per evening throughout the year.

Career and Technical Education

N/A

Job Training

N/A

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Kimberly Roberts	Business/Community
Erin Bunnell	Teacher
Regina Buxton	Parent
Denise Sermon	Parent
Lisa Collins	Business/Community
Darlene Dawson	Business/Community
Kimberly Cain	Teacher
Cassandra Fess	Teacher
Katelyn Donovan	Teacher
Carey Reddick	Parent
Carissa Zerga	Business/Community
Heather Bolitho	Education Support Employee
Michael Hitsman	Principal
Yasiris Gutierrez	Parent
Candice Reis	Parent
Dorris Lewis	Parent
Hilda Virgen	Parent
Susan Torres	Education Support Employee
Monica Zapata	Parent
Dee Bowman	Business/Community

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The plan was reviewed at the end of the 2016-2017 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 2017-2018 School Improvement Plan.

b. 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 opportunites, instructional materials, staffing and student support services.

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

The 2017-2018 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 2017-2018 School Advisory Council members were requested to meet with their colleagues and discuss options on expenditure of the current fiscal budget.

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

School Improvement funds were utilized to purchase computers for classrooms in grades K-5. In addition, tutoring took place throughout the year to expand our 21 Century After-School Program. Math, ELA, and Science Camps were funded for students in grades three through five. Educational supplies were also purchased and distributed to classroom teachers.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Bolitho, Heather	Instructional Coach
Hitsman, Michael	Principal
Strivelli, Edward	Teacher, K-12
Norris, Terrie	Teacher, K-12
O'Gara, Brianna	Teacher, K-12
Guillaume, Prudence	Teacher, K-12
Keresteci, Deniz	Teacher, K-12
Figueroa, Susanna	Other
Augustine, Kathy	Teacher, K-12
Ferentzy, Pamela	

b. Duties

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

The Literacy Leadership team will be focusing on several district and school-based initiatives that include Standards-Based Instruction, Differentiated Instruction, Response to Literature, Running Records, Leveled Literacy Interventions, i-Ready, Building Independent Reading Stamina, 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, Celebrate Literacy Week, Scholastic Reading Challenges, Family Literacy Nights, and Student-Led Conferences.

Additional School Members that serve on the LLT:
Cindy Winterkamp-2nd Grade Teacher
Rebecca Hillyard-ESE Teacher

Marlene Nieves-ESOL Paraprofessional
Bethany Tison-3rd Grade Teacher

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. 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.

2. 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

3. 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:
~Attend New Teacher Orientation provided by district personnel in the Talent Development department.
~Monthly NEST (New Educator Support Team) meetings with school and district personnel support driven by targets specific for each new teacher.
~Attend 2 additional full day trainings provided by district personnel in the Talent Development department.
~Attend monthly 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 in their Deliberate Practice Plan.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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.

b. Instructional Strategies

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

Unit assessments are administered in Math and Reading in grades two through five (Science in grades 3-5). 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 and a one hour school-wide Walk-to-Intervention block.

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

Strategy: Extended School Day

Minutes added to school year: 18,000

21st Century 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), i-Ready Diagnostic Assessment (grades K-5), the District-based Unit Assessments (grades 2-5) and classroom assessments (K-5) to determine placement in the program for students. District-based assessments and classroom assessments are monitored regularly to determine the effectiveness of the strategies utilized. Pre-, mid-, and post-assessment are scored against a rubric in compliance with the 21st Century Grant.

Strategy: Extended School Day

Minutes added to school year: 22,500

Provide one additional grade three Tutor aligned to the 21st Century Tutoring program using 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
Cain, Kimberly, kimberly.cain@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), i-Ready Diagnostic Assessment (grades K-5), the District-based Unit Assessments (grades 2-5) and classroom assessments (K-5) to determine placement in the program for students. District-based assessments and classroom assessments are monitored regularly to determine the effectiveness of the strategies utilized. Pre-, mid-, and post-assessment are scored against a rubric in compliance with the 21st Century Grant.

Strategy: Weekend Program

Minutes added to school year: 1,260

Additional Support to the day to day instruction is the use of additional time to work on Core Academic Subjects and homework to increase the instructional day and provide extended learning opportunities on weekends or"Saturday Camps".

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

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), i-Ready Diagnostic Assessment (grades K-5), the District-based Unit Assessments (grades 2-5) and classroom assessments (K-5) to determine placement in the program for students. District-based assessments and classroom assessments are monitored regularly to determine the effectiveness of the strategies utilized. Pre-, mid-, and post-assessment are scored against a rubric in compliance with the 21st Century Grant.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(V).

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

The 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, once contacted by the local preschools, 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 Pre-K 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.

b. College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

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

No files were uploaded

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

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1. If all teachers understand Standards, collaboratively plan, and deliver standards-based lessons with Differentiated Instruction and student engagement then student achievement will increase.

Strategic Goals Detail

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

G1. If all teachers understand Standards, collaboratively plan, and deliver standards-based lessons with Differentiated Instruction and student engagement then student achievement will increase. `1a`

🔑 G098821

Targets Supported `1b`

Indicator	Annual Target

Targeted Barriers to Achieving the Goal `3`

- Students are not demonstrating "mastery of" or proficiency with the full intent and rigor of the standards

- It is a challenge to recruit and retain highly qualified certified teachers and instructional coaches

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Coach and Instructional Partners, Para Professionals, Professional Development

Plan to Monitor Progress Toward G1. `8`

Student achievement will be monitored routinely utilizing district and state assessments by administrators, coaches, instructional partners, as well as district and state Differentiated Accountability partners..

Person Responsible
Michael Hitsman

Schedule
Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion
i-Ready reports, FSA scores, Unit Assessments, BAS

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. If all teachers understand Standards, collaboratively plan, and deliver standards-based lessons with Differentiated Instruction and student engagement then student achievement will increase. [1]

🔍 G098821

G1.B1 Students are not demonstrating "mastery of" or proficiency with the full intent and rigor of the standards [2]

🔍 B265976

G1.B1.S1 The school shall provide additional support in ensuring students use accountable talk, use higher order thinking questions, and collaborative structures. [4]

🔍 S281930

Strategy Rationale

Improve teaching and learning in all content areas. Teachers use student accountable talk, use higher order thinking questions, and collaborative structures to improve student achievement.

Action Step 1 [5]

Schedule grade level collaborative planning times; set expectations for using the collaborative planning tool; align St Lucie County Framework, Domains 2-4 to collaborative plans

Person Responsible

Michael Hitsman

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Collaborative Planning Document and Lesson Plans

Action Step 2 [5]

Collaboratively plan quality lessons and tasks that meet the full intent of grade level content standards: ELA, Math, and Science

Person Responsible

Heather Bolitho

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Collaborative Planning Document and Lesson Plans

Action Step 3 `5`

Monitor lesson plans utilizing Planbook.com

Person Responsible

Kimberly Cain

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson Plans from Planbook.com

Action Step 4 `5`

Teachers check for understanding throughout the lesson, pose high quality higher order thinking questions (HOTQs) and problems designed to promote critical, independent, and creative thinking aligned to the content standards. Provide feedback to students.

Person Responsible

Erin Bunnell

Schedule

On 6/1/2018

Evidence of Completion

Walkthrough Data, Informal and Formal Observations

Action Step 5 `5`

Teachers orchestrate conversation and implement tasks that incorporates student accountable talk to show, tell, explain, and prove reasoning regarding understanding of the targeted standard.

Person Responsible

Michael Hitsman

Schedule

On 6/1/2018

Evidence of Completion

ERO Sign-in Sheets, Walkthrough Data, Informal and Formal Observations, Budget Documents

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

Classroom Walkthroughs, Formal and Informal Observations recorded in i-Observations.

Person Responsible

Kimberly Cain

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Classroom Walkthroughs and Formal and Informal Observations recorded in i-Observations, lesson plans documentation, ERO Sign-in sheets, etc.

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

Coaches will provide follow up professional development and monitor and assist as needed. Administration will provide Actionable Feedback from i-Observation.

Person Responsible

Michael Hitsman

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Sign-in Sheets, Agendas, Minutes, Coaches Logs, i-Observation Documentation.

G1.B1.S2 Provide weekly grade level data chats and consistent support during weekly collaborative planning sessions to develop and provide quality differentiated instruction. 4

S281931

Strategy Rationale

Teachers incorporate checks for understanding, administer formative assessments, deliver timely feedback to students, and makes adjustment to instruction as needed to increase student achievement.

Action Step 1 5

Schedule weekly focused data chats between school administration and teachers to discuss data to plan for differentiated instruction.

Person Responsible

Michael Hitsman

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

FSA, i-Ready, Unit Assessments, BAS, and WBE Writing score results

Action Step 2 5

Provide Differentiated Instruction Professional Development to include Accountable Talk and Cooperative Learning Structures.

Person Responsible

Kimberly Cain

Schedule

On 6/1/2018

Evidence of Completion

ERO sign-in sheets, implementation samples, hand outs

Action Step 3 5

Administration communicates the structure and expectations of the Reading and Mathematics block for Differentiated Instruction to teachers, with small group instruction and utilizing accountable talk and cooperative learning structures

Person Responsible

Kimberly Cain

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Emails, Informal and Formal Observations, Meeting Minutes, Walkthrough Feedback

Action Step 4 5

Teachers implement the structure and expectations of the Reading and Mathematics block small group instruction

Person Responsible

Erin Bunnell

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Walkthrough Feedback, Coaches' Notes

Action Step 5 5

Model Differentiated Instruction to include Accountable Talk and cooperative learning structures; based on informal observations

Person Responsible

Heather Bolitho

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Coaches' Logs

Action Step 6 `5`

Teachers work with refined lesson plan tool to document differentiated instruction in reading and mathematics blocks based on data chats

Person Responsible

Kimberly Cain

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Planbook.com (lesson plan tool)

Action Step 7 `5`

Teachers conduct data chats with students

Person Responsible

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Student-Led Conference Binders, Data Tracking Sheets

Action Step 8 `5`

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

Person Responsible

Heather Bolitho

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Schedules, Coaches Logs, Walkthroughs, etc.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Administrators, Instructional Partners, and Coaches will provide weekly grade level data chats and consistent support during weekly collaborative planning sessions to develop and provide quality differentiated instruction.

Person Responsible

Michael Hitsman

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Collaborative Planning and Data Meeting Minutes, Data PowerPoint presentations, Lesson Plans, Informal and Formal Observations, Walkthroughs

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Informal and Formal Observations, Walkthroughs, Lesson Plan Checks

Person Responsible

Kimberly Cain

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

i-Observation and Walkthrough Data

G1.B1.S3 Use data protocol to identify academic needs of individual student and meet the identified needs using a Multi-Tiered System of Support to decrease Literacy deficiencies. 4

🔑 S281932

Strategy Rationale

Literacy development is the foundation for all areas of learning

Action Step 1 5

Implement a data-based, problem-solving framework to identify the academic needs of individual students and meet the identified needs using a Multi-Tiered System of Supports (MTSS).

Person Responsible

Melissa Hamblin

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

MTSS Response Documents, PST Meeting Minutes

Action Step 2 5

Use assessment data to form intervention groups

Person Responsible

Melissa Hamblin

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

BAS, i-Ready, FSA, Unit Assessment scores and data

Action Step 3 `5`

Provide differentiated instruction to each group: guided reading instruction, opportunities for math skill fluency.

Person Responsible

Erin Bunnell

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson Plans on Planbook.com

Action Step 4 `5`

Implement a Literacy Intervention to remediate deficiencies

Person Responsible

Heather Bolitho

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Lesson Plans on Planbook.com, Formal and Informal Observations, Data

Plan to Monitor Fidelity of Implementation of G1.B1.S3 `6`

Administrators and Coaches will monitor/review MTSS Minutes, MTSS Response Meeting Documents, Formal and Informal Observations during MTSS Block

Person Responsible

Melissa Hamblin

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

MTSS Minutes, MTSS Response Meeting Documents, Formal and Informal Observations during MTSS Block

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 `7`

Person Responsible

Schedule

Evidence of Completion

G1.B2 It is a challenge to recruit and retain highly qualified certified teachers and instructional coaches 2

🔑 B265977

G1.B2.S1 To ensure all students have an effective or highly effective certified classroom teacher 4

🔑 S281933

Strategy Rationale

To ensure quality instruction, administration must provide highly qualified certified teachers in all classrooms.

Action Step 1 5

The school will create postings through the district Skyward program as well as Teacher-Teacher.com to recruit teachers. Administration will attend national recruitment fairs, district job fair and work with teachers to seek qualified applicants.

Person Responsible

Wanda Archilla

Schedule

On 6/1/2018

Evidence of Completion

FastTrack and Teacher-Teacher postings

Action Step 2 5

Support all new teachers through the district SHINE program

Person Responsible

Kimberly Cain

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Agendas, Sign-in Sheets, Reflections, Mentee Logs

Action Step 3 `5`

Develop incentive strategies designed to encourage best performance, effort, and teacher attendance

Person Responsible

Kimberly Cain

Schedule

On 6/1/2018

Evidence of Completion

Mariner Memos, WBE-Weatherbee Brilliant Educator Award, Kids at Hope Award

Action Step 4 `5`

Provide additional supports to increase planning time and remove demands that do not contribute to student achievement.

Person Responsible

Kimberly Cain

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Budget Reports

Action Step 5 `5`

Create an environment of professional learning and celebration tied to teacher recognition

Person Responsible

Michael Hitsman

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Mariner Memos, WBE-Weatherbee Brilliant Educator Award, Kids at Hope Award

Action Step 6 `5`

Develop retention bonuses and benefits

Person Responsible

Michael Hitsman

Schedule

On 6/1/2018

Evidence of Completion

Payroll Documentation provided by district

Action Step 7 `5`

Develop an intensive mentoring and coaching program

Person Responsible

Kimberly Cain

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Agendas, ERO Documents and Sign-in Sheets, Reflection Documents, and Mentee Logs

Action Step 8 `5`

Develop Professional Development tied to identified barriers to quality instruction.

Person Responsible

Michael Hitsman

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Agendas, ERO Documents and Sign-In Sheets

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

Administrators, Coaches, Instructional Partners, District and Differentiated Accountability Personnel will assist with monitoring with fidelity during walkthroughs, data review, and collaborative planning with all stakeholders.

Person Responsible

Michael Hitsman

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Agendas, Minutes, Schedules, Data (i-Ready, Unit Assessments, BAS, FSA, i-Observation)

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

Administrators will monitor and collect data which includes, but is not limited to Classroom Walkthroughs, Data Chats, Professional Development opportunities, and Coaching.

Person Responsible

Michael Hitsman

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

Agendas, Minutes, Schedules, Data (i-Ready, Unit Assessments, BAS, FSA, i-Observation), ERO Documents and Sign-In Sheets

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
G1.B1.S3.MA1 M412691	[no content entered]		No Start Date		No End Date one-time
G1.B2.S1.A8 A380383	Develop Professional Development tied to identified barriers to quality instruction.	Hitsman, Michael	8/14/2017	Agendas, ERO Documents and Sign-In Sheets	6/1/2018 monthly
G1.B1.S1.MA1 M412688	Classroom Walkthroughs, Formal and Informal Observations recorded in i-Observations.	Cain, Kimberly	8/14/2017	Classroom Walkthroughs and Formal and Informal Observations recorded in i-Observations, lesson plans documentation, ERO Sign-in sheets, etc.	6/1/2018 daily
G1.B1.S1.A1 A380359	Schedule grade level collaborative planning times; set expectations for using the collaborative...	Hitsman, Michael	8/14/2017	Collaborative Planning Document and Lesson Plans	6/1/2018 weekly
G1.B1.S1.A2 A380360	Collaboratively plan quality lessons and tasks that meet the full intent of grade level content...	Bolitho, Heather	8/14/2017	Collaborative Planning Document and Lesson Plans	6/1/2018 weekly
G1.B1.S1.A3 A380361	Monitor lesson plans utilizing Planbook.com	Cain, Kimberly	8/14/2017	Lesson Plans from Planbook.com	6/1/2018 biweekly
G1.B1.S1.A4 A380362	Teachers check for understanding throughout the lesson, pose high quality higher order thinking...	Bunnell, Erin	8/14/2017	Walkthrough Data, Informal and Formal Observations	6/1/2018 one-time
G1.B1.S1.A5 A380363	Teachers orchestrate conversation and implement tasks that incorporates student accountable talk to...	Hitsman, Michael	8/14/2017	ERO Sign-in Sheets, Walkthrough Data, Informal and Formal Observations, Budget Documents	6/1/2018 one-time
G1.B2.S1.MA1 M412693	Administrators will monitor and collect data which includes, but is not limited to Classroom...	Hitsman, Michael	8/14/2017	Agendas, Minutes, Schedules, Data (i-Ready, Unit Assessments, BAS, FSA, i-Observation), ERO Documents and Sign-In Sheets	6/1/2018 daily
G1.B2.S1.MA1 M412694	Administrators, Coaches, Instructional Partners, District and Differentiated Accountability...	Hitsman, Michael	8/14/2017	Agendas, Minutes, Schedules, Data (i-Ready, Unit Assessments, BAS, FSA, i-Observation)	6/1/2018 weekly
G1.B2.S1.A1 A380376	The school will create postings through the district Skyward program as well as Teacher-Teacher.com...	Archilla, Wanda	8/14/2017	FastTrack and Teacher-Teacher postings	6/1/2018 one-time
G1.B2.S1.A2 A380377	Support all new teachers through the district SHINE program	Cain, Kimberly	8/14/2017	Agendas, Sign-in Sheets, Reflections, Mentee Logs	6/1/2018 monthly
G1.B2.S1.A3 A380378	Develop incentive strategies designed to encourage best performance, effort, and teacher attendance	Cain, Kimberly	8/14/2017	Mariner Memos, WBE-Weatherbee Brilliant Educator Award, Kids at Hope Award	6/1/2018 one-time
G1.B2.S1.A4 A380379	Provide additional supports to increase planning time and remove demands that do not contribute to...	Cain, Kimberly	8/14/2017	Budget Reports	6/1/2018 quarterly
G1.B2.S1.A5 A380380	Create an environment of professional learning and celebration tied to teacher recognition	Hitsman, Michael	8/14/2017	Mariner Memos, WBE-Weatherbee Brilliant Educator Award, Kids at Hope Award	6/1/2018 monthly
G1.B2.S1.A6 A380381	Develop retention bonuses and benefits	Hitsman, Michael	8/14/2017	Payroll Documentation provided by district	6/1/2018 one-time
G1.B2.S1.A7 A380382	Develop an intensive mentoring and coaching program	Cain, Kimberly	8/14/2017	Agendas, ERO Documents and Sign-in Sheets, Reflection Documents, and Mentee Logs	6/1/2018 monthly
G1.B1.S1.MA1 M412687	Coaches will provide follow up professional development and monitor and assist as needed....	Hitsman, Michael	8/14/2017	Sign-in Sheets, Agendas, Minutes, Coaches Logs, i-Observation Documentation.	6/1/2018 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S2.MA1 🔑 M412689	Informal and Formal Observations, Walkthroughs, Lesson Plan Checks	Cain, Kimberly	8/14/2017	i-Observation and Walkthrough Data	6/1/2018 weekly
G1.B1.S2.MA1 🔑 M412690	Administrators, Instructional Partners, and Coaches will provide weekly grade level data chats and...	Hitsman, Michael	8/14/2017	Collaborative Planning and Data Meeting Minutes, Data PowerPoint presentations, Lesson Plans, Informal and Formal Observations, Walkthroughs	6/1/2018 weekly
G1.B1.S2.A1 🔑 A380364	Schedule weekly focused data chats between school administration and teachers to discuss data to...	Hitsman, Michael	8/14/2017	FSA, i-Ready, Unit Assessments, BAS, and WBE Writing score results	6/1/2018 weekly
G1.B1.S2.A2 🔑 A380365	Provide Differentiated Instruction Professional Development to include Accountable Talk and...	Cain, Kimberly	8/14/2017	ERO sign-in sheets, implementation samples, hand outs	6/1/2018 one-time
G1.B1.S2.A3 🔑 A380366	Administration communicates the structure and expectations of the Reading and Mathematics block for...	Cain, Kimberly	8/14/2017	Emails, Informal and Formal Observations, Meeting Minutes, Walkthrough Feedback	6/1/2018 daily
G1.B1.S2.A4 🔑 A380367	Teachers implement the structure and expectations of the Reading and Mathematics block small group...	Bunnell, Erin	8/14/2017	Walkthrough Feedback, Coaches' Notes	6/1/2018 daily
G1.B1.S2.A5 🔑 A380368	Model Differentiated Instruction to include Accountable Talk and cooperative learning structures;...	Bolitho, Heather	8/14/2017	Coaches' Logs	6/1/2018 weekly
G1.B1.S2.A6 🔑 A380369	Teachers work with refined lesson plan tool to document differentiated instruction in reading and...	Cain, Kimberly	8/14/2017	Planbook.com (lesson plan tool)	6/1/2018 biweekly
G1.B1.S2.A7 🔑 A380370	Teachers conduct data chats with students		8/14/2017	Student-Led Conference Binders, Data Tracking Sheets	6/1/2018 biweekly
G1.B1.S2.A8 🔑 A380371	District support and coaches provide feedback and support to teachers as they teach transition...	Bolitho, Heather	8/14/2017	Schedules, Coaches Logs, Walkthroughs, etc.	6/1/2018 daily
G1.MA1 🔑 M412695	Student achievement will be monitored routinely utilizing district and state assessments by...	Hitsman, Michael	8/14/2017	i-Ready reports, FSA scores, Unit Assessments, BAS	6/1/2018 weekly
G1.B1.S3.MA1 🔑 M412692	Administrators and Coaches will monitor/review MTSS Minutes, MTSS Response Meeting Documents,...	Hamblin, Melissa	8/14/2017	MTSS Minutes, MTSS Response Meeting Documents, Formal and Informal Observations during MTSS Block	6/1/2018 quarterly
G1.B1.S3.A1 🔑 A380372	Implement a data-based, problem-solving framework to identify the academic needs of individual...	Hamblin, Melissa	8/14/2017	MTSS Response Documents, PST Meeting Minutes	6/1/2018 quarterly
G1.B1.S3.A2 🔑 A380373	Use assessment data to form intervention groups	Hamblin, Melissa	8/14/2017	BAS, i-Ready, FSA, Unit Assessment scores and data	6/1/2018 quarterly
G1.B1.S3.A3 🔑 A380374	Provide differentiated instruction to each group: guided reading instruction, opportunities for...	Bunnell, Erin	8/14/2017	Lesson Plans on Planbook.com	6/1/2018 daily
G1.B1.S3.A4 🔑 A380375	Implement a Literacy Intervention to remediate deficiencies	Bolitho, Heather	8/14/2017	Lesson Plans on Planbook.com, Formal and Informal Observations, Data	6/1/2018 daily

V. Professional Development Opportunities

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

G1. If all teachers understand Standards, collaboratively plan, and deliver standards-based lessons with Differentiated Instruction and student engagement then student achievement will increase.

G1.B1 Students are not demonstrating "mastery of" or proficiency with the full intent and rigor of the standards

G1.B1.S1 The school shall provide additional support in ensuring students use accountable talk, use higher order thinking questions, and collaborative structures.

PD Opportunity 1

Schedule grade level collaborative planning times; set expectations for using the collaborative planning tool; align St Lucie County Framework, Domains 2-4 to collaborative plans

Facilitator

Heather Bolitho, Erin Bunnell, Heather Knab, and Instructional Partners

Participants

K-5 Teachers and identified Support Staff

Schedule

Weekly, from 8/14/2017 to 6/1/2018

PD Opportunity 2

Teachers orchestrate conversation and implement tasks that incorporates student accountable talk to show, tell, explain, and prove reasoning regarding understanding of the targeted standard.

Facilitator

Denise Rodriguez and Talent Development Department

Participants

PK-5 Teachers and identified Support Staff

Schedule

On 6/1/2018

VI. Technical Assistance Items

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

G1. If all teachers understand Standards, collaboratively plan, and deliver standards-based lessons with Differentiated Instruction and student engagement then student achievement will increase.

G1.B2 It is a challenge to recruit and retain highly qualified certified teachers and instructional coaches

G1.B2.S1 To ensure all students have an effective or highly effective certified classroom teacher

TA Opportunity 1

Provide additional supports to increase planning time and remove demands that do not contribute to student achievement.

Facilitator

Michael Hitsman

Participants

K-5 classroom aides for classroom teachers by grade level

Schedule

Quarterly, from 8/14/2017 to 6/1/2018

TA Opportunity 2

Develop retention bonuses and benefits

Facilitator

Michael Hitsman

Participants

Highly effective and qualified teachers

Schedule

On 6/1/2018

VII. Budget

1	G1.B1.S1.A1	Schedule grade level collaborative planning times; set expectations for using the collaborative planning tool; align St Lucie County Framework, Domains 2-4 to collaborative plans	$0.00
2	G1.B1.S1.A2	Collaboratively plan quality lessons and tasks that meet the full intent of grade level content standards: ELA, Math, and Science	$0.00
3	G1.B1.S1.A3	Monitor lesson plans utilizing Planbook.com	$0.00

4	G1.B1.S1.A4	Teachers check for understanding throughout the lesson, pose high quality higher order thinking questions (HOTQs) and problems designed to promote critical, independent, and creative thinking aligned to the content standards. Provide feedback to students.				$1,902.97
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	500-Materials and Supplies	0040 - Weatherbee Elementary School	Title, I Part A		$1,902.97
			Notes: Interactive Student Notebooks and student response communicators and markers			
5	G1.B1.S1.A5	Teachers orchestrate conversation and implement tasks that incorporates student accountable talk to show, tell, explain, and prove reasoning regarding understanding of the targeted standard.				$0.00
6	G1.B1.S2.A1	Schedule weekly focused data chats between school administration and teachers to discuss data to plan for differentiated instruction.				$0.00
7	G1.B1.S2.A2	Provide Differentiated Instruction Professional Development to include Accountable Talk and Cooperative Learning Structures.				$18,238.10
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	0000	500-Materials and Supplies	0040 - Weatherbee Elementary School	Title, I Part A		$18,238.10
			Notes: Professional Development to learn and implement cooperative learning structures and accountable talk			
8	G1.B1.S2.A3	Administration communicates the structure and expectations of the Reading and Mathematics block for Differentiated Instruction to teachers, with small group instruction and utilizing accountable talk and cooperative learning structures				$0.00
9	G1.B1.S2.A4	Teachers implement the structure and expectations of the Reading and Mathematics block small group instruction				$15,628.21
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	500-Materials and Supplies	0040 - Weatherbee Elementary School	Title, I Part A		$15,628.21
			Notes: i-Ready LAFS and MAFS student books, teacher Toolbox set, Comprehensive Centers			
10	G1.B1.S2.A5	Model Differentiated Instruction to include Accountable Talk and cooperative learning structures; based on informal observations				$0.00
11	G1.B1.S2.A6	Teachers work with refined lesson plan tool to document differentiated instruction in reading and mathematics blocks based on data chats				$0.00
12	G1.B1.S2.A7	Teachers conduct data chats with students				$0.00
13	G1.B1.S2.A8	District support and coaches provide feedback and support to teachers as they teach transition strategies and school based expectations of the reading and mathematics block.				$0.00
14	G1.B1.S3.A1	Implement a data-based, problem-solving framework to identify the academic needs of individual students and meet the identified needs using a Multi-Tiered System of Supports (MTSS).				$0.00

15	G1.B1.S3.A2	Use assessment data to form intervention groups				$43,135.32
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	690-Computer Software	0040 - Weatherbee Elementary School	Title, I Part A		$22,520.00
			Notes: i-Ready software licenses			
	5100	150-Aides	0040 - Weatherbee Elementary School	Title, I Part A		$20,615.32
			Notes: Support Staff-Behavior Tech to provide Multi Tiered System of Support with identified students with social and emotional behaviors			
16	G1.B1.S3.A3	**Provide differentiated instruction to each group: guided reading instruction, opportunities for math skill fluency.**				$0.00
17	G1.B1.S3.A4	**Implement a Literacy Intervention to remediate deficiencies**				$259,586.40
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	500-Materials and Supplies	0040 - Weatherbee Elementary School	Title, I Part A		$20,000.00
			Notes: LLI Kits			
	6400	120-Classroom Teachers	0040 - Weatherbee Elementary School	Title, I Part A	3.0	$187,844.00
			Notes: Reading through Computer Learning Teacher and 2 Reading Interventionist Teacher			
	5100	120-Classroom Teachers	0040 - Weatherbee Elementary School	Title, I Part A		$10,000.00
			Notes: Stipends to pay teachers for after school and/or Saturday training on BAS and LLI systems			
	5100	120-Classroom Teachers	0040 - Weatherbee Elementary School	Title, I Part A		$7,974.40
			Notes: Stipends paid to teachers for after school tutoring			
	5100	500-Materials and Supplies	0040 - Weatherbee Elementary School	UniSIG		$33,768.00
			Notes: LLI intervention curriculum for grades K-5			
18	G1.B2.S1.A1	**The school will create postings through the district Skyward program as well as Teacher-Teacher.com to recruit teachers. Administration will attend national recruitment fairs, district job fair and work with teachers to seek qualified applicants.**				$0.00
19	G1.B2.S1.A2	**Support all new teachers through the district SHINE program**				$0.00
20	G1.B2.S1.A3	**Develop incentive strategies designed to encourage best performance, effort, and teacher attendance**				$0.00
21	G1.B2.S1.A4	**Provide additional supports to increase planning time and remove demands that do not contribute to student achievement.**				$143,088.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	140-Substitute Teachers	0040 - Weatherbee Elementary School	Title, I Part A		$5,000.00
			Notes: Provides substitutes to cover teachers so they can collaboratively plan quarterly.			
	5100	150-Aides	0040 - Weatherbee Elementary School	UniSIG		$80,340.00
			Notes: (6) K-5 classroom aides- one per grade level to support teachers to have additional planning time and provide additional access to students during instructional time			
	5100	210-Retirement	0040 - Weatherbee Elementary School	UniSIG		$6,362.00
			Notes: Retirement calculated on aides positions			
	5100	220-Social Security	0040 - Weatherbee Elementary School	UniSIG		$6,146.00
			Notes: Retirement calculated on aide positions			
	5100	240-Workers Compensation	0040 - Weatherbee Elementary School	UniSIG		$40,800.00
			Notes: Worker's compensation for aides positions calculated at approved rate.			
	5100	231-Health and Hospitalization	0040 - Weatherbee Elementary School	UniSIG		$4,440.00
			Notes: Health and Hospitalization calculated on aide's positions at approved rate.			
22	**G1.B2.S1.A5**	**Create an environment of professional learning and celebration tied to teacher recognition**				**$0.00**
23	**G1.B2.S1.A6**	**Develop retention bonuses and benefits**				**$108,964.00**
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0040 - Weatherbee Elementary School	UniSIG		$83,857.00
			Notes: Bonuses for classroom teacher based on approved criteria listed in the district approved DA incentive plan. Teachers are eligible for bonuses based on meeting specific deliverables ranging from $1,000 to $5,000.			
	6120	130-Other Certified Instructional Personnel	0040 - Weatherbee Elementary School	UniSIG		$8,369.00
			Notes: Bonuses for classroom teacher based on approved criteria listed in the district approved DA incentive plan. Teachers are eligible for bonuses based on meeting specific deliverables ranging from $1,000 to $5,000.			
	6200	130-Other Certified Instructional Personnel	0040 - Weatherbee Elementary School	UniSIG		$8,369.00
			Notes: Bonuses for classroom teacher based on approved criteria listed in the district approved DA incentive plan. Teachers are eligible for bonuses based on meeting specific deliverables ranging from $1,000 to $5,000.			
	6400	130-Other Certified Instructional Personnel	0040 - Weatherbee Elementary School	UniSIG		$8,369.00
			Notes: Bonuses for classroom teacher based on approved criteria listed in the district approved DA incentive plan. Teachers are eligible for bonuses based on meeting specific deliverables ranging from $1,000 to $5,000.			
24	**G1.B2.S1.A7**	**Develop an intensive mentoring and coaching program**				**$115,677.00**

	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	130-Other Certified Instructional Personnel	0040 - Weatherbee Elementary School	Title, I Part A	2.0	$115,677.00
			Notes: Literacy Coach $60,241.00 Mathematics Coach $55,436.00			
25	**G1.B2.S1.A8**	**Develop Professional Development tied to identified barriers to quality instruction.**				**$0.00**
					Total:	**$706,220.00**