

St. Lucie Public Schools

# Weatherbee Elementary School



## 2020-21 Schoolwide Improvement Plan

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# Weatherbee Elementary School

800 E WEATHERBEE RD, Fort Pierce, FL 34982

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

## Demographics

**Principal: Kelly Nigro**

Start Date for this Principal: 8/24/2020

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: C (52%) 2017-18: B (61%) 2016-17: D (40%) 2015-16: D (36%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">Diane Leinenbach</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	N/A
<b>Support Tier</b>	N/A
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

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

## SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org](http://www.floridacims.org).

## 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. 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: School Information

### School Mission and Vision

#### **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.

#### **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 Leadership Team

#### **Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Nigro, Kelly	Principal	<p>Principal:</p> <ol style="list-style-type: none"> <li>1.Responsible for the total school program.</li> <li>2.Establishes and maintains an effective learning climate in the school.</li> <li>3.Participates in the selection, evaluation and supervision of all school personnel.</li> <li>4.Establishes guides for proper student conduct and maintaining student discipline.</li> <li>5.Supervises the school's teaching process.</li> <li>6.Plans, organizes, delegates and monitors the implementation of all school activities.</li> <li>7.Establishes and maintains favorable relationships with local community groups and individuals to foster understanding and solicit support for overall school objectives. Discusses and resolves individual student problems.</li> <li>8.Assumes responsibility for all official school correspondence and news releases.</li> <li>9.Serves as a member of such committees and attends such meetings as the Superintendent shall direct.</li> <li>10.Serves as an ex-officio member of all committees and councils within school.</li> <li>11.Keeps appropriate Executive Director informed of events and activities of an unusual nature.</li> <li>12.Assumes responsibility for professional growth and development through membership and participation in the affairs of professional organizations, through attendance at appropriate meetings and conferences, and through enrollment in advanced courses.</li> <li>13.Performs such other tasks and assumes such other responsibilities as the appropriate Executive Director may assign.</li> </ol>
Bunnell, Erin	Instructional Coach	<p>Mathematics Coach</p> <ol style="list-style-type: none"> <li>1. Work with classroom teachers to facilitate positive changes in their instructional practice, and enhance their knowledge of and skills with the content and methodology of teaching mathematics in a standards-based approach.</li> <li>2. Provide leadership in mathematics education.</li> <li>3. Instructional Focus:             <ol style="list-style-type: none"> <li>a. Model research-based mathematics strategies in classrooms with teachers present to observe and participate.</li> <li>b. Create, schedule, and implement demonstration best practices session and coaching/mentoring sessions with teachers/principals.</li> <li>c. Develop a working relationship with the team of teachers to which they are assigned.</li> <li>d. Assist with intervention and enrichment through small group</li> </ol> </li> </ol>

Name	Title	Job Duties and Responsibilities
		<p>instruction.</p> <p>e. Support school/district initiatives.</p> <p>4.Operational Support:</p> <p>a. Attend and actively participate in activities designed to prepare the coach to perform required skills.</p> <p>b. Organize, analyze, and maintain mathematics data.</p> <p>c. Assist teachers in locating resources.</p> <p>d. Provide follow-up support to teachers through coaching/ mentoring.</p> <p>e. Collaborate with the media specialist and Department of Instructional Technology to provide resources and services for students, staff, and community.</p> <p>5.Professional Development Focus:</p> <p>a. Conduct regular classroom visits to encourage and support teachers in their efforts to differentiate instruction and utilize best practices.</p> <p>b. Provide professional development in the areas of mathematics, including facilitating professional learning communities.</p> <p>c. Participate in ongoing professional development and collaborate with other mathematics leaders.</p> <p>d. Provide parent and community workshops on improving mathematics learning at home.</p> <p>6.Perform the above tasks in a timely and efficient manner and with a high standard of quality.</p> <p>7.Perform other duties as assigned by the principal</p>

Hamblin, Melissa	Guidance Counselor	<p>School Counselor</p> <p>1.To serve as a liaison for special services that students may require.</p> <p>2.To provide counseling to meet individual and group needs.</p> <p>3.To provide guidance activities within the classroom.</p> <p>4.To assist parents and faculty to understand individual pupil's growth and development.</p> <p>5.To provide an orientation program for new students and their parents.</p> <p>6.To maintain and interpret comprehensive information about each student.</p> <p>7.To coordinate with ESE personnel referrals for services.</p> <p>8.To develop the opportunity for open rapport between school and home.</p> <p>9.To administer standardized tests to individuals and groups of students and interpret these test data to students, parents, teachers and administrators.</p> <p>10.To assist students to obtain personal, social, educational and occupational information.</p> <p>11.To maintain and promptly submit accurate, complete, and correct records as required by law, District policy, and administrative regulations.</p>
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Name	Title	Job Duties and Responsibilities
		<p>12.To perform assigned tasks in a timely and efficient manner.                      13.To perform assigned tasks with a high standard of quality.                      14.To perform other duties as assigned by the Principal or Superintendent.</p>
Keresteci, Deniz	Instructional Coach	<p>Literacy Coach:                      1.To coordinate, promote and provide focus on better reading comprehension among all students.                      2.To promote reading development opportunities for all students, teachers, parents and the community to foster a more effective instructional climate.                      3.To promote expanded learning enhancement opportunities for students through the regular instructional program.                      4.To demonstrate, model and coach in the use of learning strategies with teachers and students.                      5.To conduct reading workshops for parents and others demonstrating effective at-home practices to assist students and to provide resources for materials for parents to use at home.                      6.To promote the utilization of interdisciplinary units, which emphasize higher level thinking and reasoning skills.                      7.To share with fellow faculty members current research regarding effective teaching strategies for reading instruction.                      8.To meet on a regular basis with the district reading specialist to receive current information and to share effective techniques.                      9.To review FCAT reading scores to identify students needing special intervention.                      10.To work with identified students in order to recognize factors contributing to diminished progress.                      11.To perform assigned tasks in a timely and efficient manner.                      12.To perform assigned tasks with a high standard of quality.                      13.To perform other duties assigned by the principal.</p>
Buhrman, Stacey	Teacher, ESE	<p>ESE Specialist                      1.To serve as consultant and resource to staff, parents and students regarding all aspects of services (medical, social, and educational) available to students with exceptionalities.                      2.To serve as the Local Education Agency Representative for the public school.                      3.To monitor all required data for compliance with the FTE requirements for exceptional education students.                      4.To assist in the development of Individual Education Plan and Education Plans for exceptional student education.                      5.To assist in scheduling of Exceptional Education Students.                      6.Inform stakeholders of services available to meet the educational, behavioral, and mental health needs of Exceptional Education students.                      7.Assist the Principal, Director of ESE and District ESE Specialist in the oversight of ESE programs.                      8.Assist in the selection, development, modification or</p>



Name	Title	Job Duties and Responsibilities
		<p>adaptation of materials and/or resources which support the learning objectives and address the varying learning styles, backgrounds and individual needs of students with disabilities and students in gifted education.</p> <p>9.To perform assigned tasks in a timely and efficient manner and with a high standard of quality in order to meet local, state, and federal timelines.</p> <p>10.To attend monthly district meetings for ESE School Based Specialists.</p> <p>11.To attend appropriate conferences, seminars and workshops.</p> <p>12.To plan and prepare strategies which support school improvement plans and the district mission for the education of all children.</p> <p>13.To communicate with parents of Exceptional Education Students regarding the continuum of services and appropriate delivery models for IEP/EP driven services.</p> <p>14. To assist in the development and implementation of appropriate behavioral and classroom management systems in conjunction with school wide positive behavioral approaches.</p> <p>15.To assist school personnel in the implementation of Best Practices for Inclusive Education for Exceptional Students.</p> <p>16. To conduct monthly meetings with school level ESE staff to gather and analyze performance data for Exceptional Student Education students.</p> <p>17. To perform such other tasks and assume such other responsibilities as the Principal may assign.</p>
<p>Fess, Cassandra</p>	<p>Assistant Principal</p>	<p>Assistant Principal:</p> <p>1.Assumes the duties and responsibilities of the Principal in his/her absence or inability to function.</p> <p>2.Assists in the supervision, observation and evaluation of all school personnel.</p> <p>3.Assists in the supervision of school activities and programs.</p> <p>4.Prepare such records and reports as assigned.</p> <p>5.Assists in the conducting and otherwise participates in meetings of students and/or faculty as assigned.</p> <p>6.Assists teachers having instructional or procedural problems.</p> <p>7.Participates in conferences involving parents, teachers, and students.</p> <p>8.Acts as liaison between the school and community, interpreting activities and policies of the school and encouraging community participation in school.</p> <p>9.Makes recommendation to the principal concerning the school's administration and instructional programs.</p> <p>10.Assists the school's guidance committee in meeting needs of students.</p> <p>11.Performs such other tasks and assumes such other</p>

Name	Title	Job Duties and Responsibilities
		responsibilities as the Principal may assign.
Thelusma, Juliette	Dean	Teacher on Special Assignment 1. Analyze student and program related data for the purpose of providing information related to student and program achievement in order to evaluate program effectiveness and to provide information needed for strategic planning. 2. Administer needs assessments to ensure that program needs are being met. 3. Participate in meetings, workshops, and trainings for the purpose of conveying and gathering information required to perform job functions. 4. Collaborate with a variety of stakeholders and oversee assigned projects, program components, and events. 5. Provide support to teachers individually or in groups, guiding the learning process toward the achievement of program goals. 6. Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved. 7. Provide supportive services to parents, teachers, students, and administration. 8. Assist in the design and implementation of professional development in the assigned program area. 9. Perform other duties as assigned by the administrator.
	Guidance Counselor	Barbara O'Hara School Counselor 1. To serve as a liaison for special services that students may require. 2. To provide counseling to meet individual and group needs. 3. To provide guidance activities within the classroom. 4. To assist parents and faculty to understand individual pupil's growth and development. 5. To provide an orientation program for new students and their parents. 6. To maintain and interpret comprehensive information about each student. 7. To coordinate with ESE personnel referrals for services. 8. To develop the opportunity for open rapport between school and home. 9. To administer standardized tests to individuals and groups of students and interpret these test data to students, parents, teachers and administrators. 10. To assist students to obtain personal, social, educational and occupational information. 11. To maintain and promptly submit accurate, complete, and correct records as required by law, District policy, and

Name	Title	Job Duties and Responsibilities
		administrative regulations. 12.To perform assigned tasks in a timely and efficient manner. 13.To perform assigned tasks with a high standard of quality. 14.To perform other duties as assigned by the Principal or Superintendent.

**Demographic Information**

**Principal start date**

Monday 8/24/2020, Kelly Nigro

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Total number of teacher positions allocated to the school**

34

**Demographic Data**

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Students With Disabilities White Students
<b>School Grades History</b>	2018-19: C (52%) 2017-18: B (61%)

	2016-17: D (40%) 2015-16: D (36%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">Diane Leinenbach</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	N/A
<b>Support Tier</b>	N/A
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

**Early Warning Systems**

**Current Year**

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	110	114	96	92	123	105	0	0	0	0	0	0	0	640
Attendance below 90 percent	13	52	37	26	31	0	0	0	0	0	0	0	0	159
One or more suspensions	0	2	2	2	2	8	0	0	0	0	0	0	0	16
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	23	21	0	0	0	0	0	0	0	44
Level 1 on 2019 statewide Math assessment	0	0	0	1	22	25	0	0	0	0	0	0	0	48

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	1	2	1	22	25	0	0	0	0	0	0	0	51

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	1	0	1	0	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Date this data was collected or last updated**

Monday 8/17/2020

**Prior Year - As Reported**

**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
Number of students enrolled	123	113	115	130	116	97	0	0	0	0	0	0	0	694
Attendance below 90 percent	5	21	10	13	8	12	0	0	0	0	0	0	0	69
One or more suspensions	24	1	0	4	3	12	0	0	0	0	0	0	0	44
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	22	46	49	0	0	0	0	0	0	0	117

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	1	0	2	6	11	0	0	0	0	0	0	0	20

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	1	0	0	23	0	0	0	0	0	0	0	0	0	24
Students retained two or more times	0	0	0	0	1	2	0	0	0	0	0	0	0	3

**Prior Year - Updated**

**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
Number of students enrolled	123	113	115	130	116	97	0	0	0	0	0	0	0	694
Attendance below 90 percent	5	21	10	13	8	12	0	0	0	0	0	0	0	69
One or more suspensions	24	1	0	4	3	12	0	0	0	0	0	0	0	44
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	22	46	49	0	0	0	0	0	0	0	117

**The number of students with two or more early warning indicators:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	1	0	2	6	11	0	0	0	0	0	0	0	20

**The number of students identified as retainees:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year		1	0	0	23	0	0	0	0	0	0	0	0	24
Students retained two or more times		0	0	0	0	1	2	0	0	0	0	0	0	3

**Part II: Needs Assessment/Analysis**

**School Data**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	45%	50%	57%	49%	50%	56%
ELA Learning Gains	60%	55%	58%	69%	54%	55%
ELA Lowest 25th Percentile	64%	54%	53%	69%	55%	48%
Math Achievement	45%	53%	63%	53%	56%	62%
Math Learning Gains	55%	50%	62%	68%	56%	59%
Math Lowest 25th Percentile	47%	42%	51%	63%	46%	47%
Science Achievement	51%	46%	53%	58%	51%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

**Grade Level Data**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

<b>ELA</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
03	2019	33%	50%	-17%	58%	-25%
	2018	39%	46%	-7%	57%	-18%
Same Grade Comparison		-6%				
Cohort Comparison						
04	2019	39%	51%	-12%	58%	-19%
	2018	43%	50%	-7%	56%	-13%
Same Grade Comparison		-4%				
Cohort Comparison		0%				
05	2019	52%	48%	4%	56%	-4%
	2018	60%	49%	11%	55%	5%
Same Grade Comparison		-8%				
Cohort Comparison		9%				

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
03	2019	31%	55%	-24%	62%	-31%
	2018	47%	54%	-7%	62%	-15%
Same Grade Comparison		-16%				
Cohort Comparison						
04	2019	45%	54%	-9%	64%	-19%
	2018	43%	57%	-14%	62%	-19%
Same Grade Comparison		2%				
Cohort Comparison		-2%				
05	2019	49%	47%	2%	60%	-11%
	2018	66%	55%	11%	61%	5%
Same Grade Comparison		-17%				
Cohort Comparison		6%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
05	2019	48%	46%	2%	53%	-5%
	2018	58%	50%	8%	55%	3%
Same Grade Comparison		-10%				
Cohort Comparison						

**Subgroup Data**

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	33	55		50	50		50				
ELL	39	59	68	42	55	56	44				
BLK	30	56	63	36	51	42	48				
HSP	49	61	57	50	59	53	50				
WHT	64	71		55	52		58				
FRL	41	58	58	43	54	43	49				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	33	69	75	45	79	75	33				
ELL	47	70	65	49	59	70	43				
BLK	33	69	73	42	61	59	52				
HSP	57	72	71	61	75	76	60				
WHT	58	61		56	70		65				
FRL	48	68	71	52	68	63	55				

**ESSA Data**

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index - All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	57
Total Points Earned for the Federal Index	424
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	47
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	53



<b>English Language Learners</b>	
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
<b>Black/African American Students</b>	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	55
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
<b>Multiracial Students</b>	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
<b>Native American Students</b>	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
<b>Pacific Islander Students</b>	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
<b>White Students</b>	
Federal Index - White Students	60
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

<b>Economically Disadvantaged Students</b>	
Federal Index - Economically Disadvantaged Students	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## **Analysis**

### **Data Reflection**

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

#### **Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends**

The data component that showed the lowest performance based on the unit assessment and iready data throughout the school year was the math gains of the BQ. It appeared that we would have a drop of 13 points. This is due to lack of tutorial that was planned, as well as lack of crunch time plans.

#### **Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline**

The greatest decline was in the math BQ. This is due to the lack of tutorial and the lack of being able to follow through with math crunch time plans.

#### **Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends**

The greatest gap when compared to the state was in the math learning gains. This is due to the lack of tutorial and crunch time plans.

#### **Which data component showed the most improvement? What new actions did your school take in this area?**

The area that showed the most improvement was in the ELA bottom quartile. It appeared that our bottom quartile would jump 14 points!

#### **Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?**

A potential area of concern is students who are suspended that are of color.

#### **Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year**

1. Math BQ
2. ELA and MA Proficiency
3. Learning Gains
- 4.
- 5.

## Part III: Planning for Improvement

### Areas of Focus:

#### #1. Instructional Practice specifically relating to Math

<b>Area of Focus</b>	We are going to focus on mathematics learning gains of the bottom 25%. This is an area of need as it was an area that appeared to be losing points in the previous school year.
<b>Description and Rationale:</b>	
<b>Measurable Outcome:</b>	We will monitor this through Unit Assessment and Iready Diagnostic Results.
<b>Person responsible for monitoring outcome:</b>	Kelly Nigro (kelly.nigro@stlucieschools.org)
<b>Evidence-based Strategy:</b>	Small group instruction on standards that need remediation.
<b>Rationale for Evidence-based Strategy:</b>	By remediating standards we can show that we are utilizing data to drive our instruction.

#### Action Steps to Implement

Continued data chats  
 PD for small group instruction  
 Tutorial for students

**Person Responsible** Erin Bunnell (erin.bunnell@stlucieschools.org)

## #2. Culture & Environment specifically relating to Social Emotional Learning

**Area of Focus Description and Rationale:** Ensure that students are learning in a safe and supportive environment, and that they are learning skills specific to handling conflict and crisis management,

**Measureable Outcome:** Lowered discipline and increased autonomy and school culture.

**Person responsible for monitoring outcome:** Cassandra Fess (cassandra.fess@stlucieschools.org)

**Evidence-based Strategy:** SEL strategies and appropriate classroom management skills.

**Rationale for Evidence-based Strategy:** Allows for students to learn appropriate techniques that will serve them in school and the world at large.

### Action Steps to Implement

PD for SEL  
Data chats to discuss discipline data

**Person Responsible** Whitney Lerman (whitney.lerman@stlucieschools.org)

*No description entered*

**Person Responsible** [no one identified]

### Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

**The school leadership team will address the remaining schoolwide improvement priorities by meeting bi-weekly to discuss all department needs. The leadership team will look at subject specific data to determine grade level needs for remediation of students. The leadership team will also look at data from discipline records in skyward and determine SEL and CHAMPS needs for students as well as teachers to determine appropriate PD.**

## Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

The school addresses a positive school culture and environment by ensuring that we lean on stakeholders for community involvement when applicable. We have relationships with several local churches as well as Big Brothers and Big Sisters and Boys and Girls Club, and the Rotary Club. These relationships help us build a close knit community and educate families on building positive relationships with both school and home.

**Parent Family and Engagement Plan (PFEP) Link**

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

**Part V: Budget**

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Instructional Practice: Math</b>	<b>\$0.00</b>
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Culture &amp; Environment: Social Emotional Learning</b>	<b>\$0.00</b>
<b>Total:</b>			<b>\$0.00</b>