

The School District of Lee County

G. Weaver Hipps Elementary School



2015-16 School Improvement Plan

G. Weaver Hipps Elementary School

1200 HOMESTEAD RD N, Lehigh Acres, FL 33936

<http://hpe.leeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	73%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	79%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	B	C	B

**Preliminary 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 Lee County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

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

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of G Weaver Hipps Elementary is to prepare all students to read and comprehend at high levels.

Provide the school's vision statement

The vision is to achieve social and academic excellence in a caring environment.

School Environment

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

G. Weaver Hipps Elementary provides many opportunities for families to attend school functions which help to build relationships that fosters an environment embracing all cultures. The school functions that G. Weaver Hipps holds includes the following:

- *Curriculum Nights (Fall and Spring)
- *Open House
- *Media Monday
- *Student Led Conferences
- *Math NightDance
- *Welcome Back

Parents and students are encouraged to attend all school functions throughout the year. In doing so, the entire school community is building relationships between home and school. Furthermore, teachers are expected to implement class and team building activities that incorporate Kagan Cooperative Learning structures. As a result, students learn to contribute and be apart of the school community.

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

G. Weaver Hipps Elementary is proud to establish their own chapter of the National Elementary Honor Society. Students will be inducted into NEHS based on academic achievement and positive behavior choices.

Additionally, teachers will begin implementation of the Leader in Me philosophy, which incorporates the 8 Habits of Highly Successful People, which provides students with the opportunity to learn life skills that are required to be productive adults.

GWH is a Positive Behavior Support school. Through PBS the school follows the HIPPS expectations (Helpful, Independent, Positive, Polite, Safe). Students are held to these expectations starting in Kindergarten through 5th grade.

Monthly safety drills are practiced and modeled among the school. The safety committee debriefs after each drill to discuss improvements for the safety of the students.

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

On a daily basis, teachers model appropriate behaviors to students through PBS strategies and HIPPS expectations. Using PBS, teachers are expected to manage student behavior and provide opportunities to reteach desired behaviors along with providing positive behavior reinforcements. Throughout the school year, the PBS team provides staff development training and supports the school personnel by analyzing behavioral data to address school needs. Incentives specific to our school are also provided to bus drivers to reward students when not on campus. Teachers will be asked to begin a student infraction log to document behaviors which do not follow classroom expectations.

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

GWH's counselor implements a guidance counseling program on a monthly basis within the classroom for the entire student body. Students are also provided individual counseling services as needed and requested. The counselor is available to suggest outside resources to be of support to both parents, students and teachers.

Early Warning Systems

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

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

N/A

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

N/A

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/183450>.

Description

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

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

G. Weaver Hipps has established contacts with many businesses in the Lehigh Acres area. Currently, we are proud to partner with First Fifth Bank, Publix, Winn Dixie and Dairy Queen. We rely on our business partners for donations (both monetary and physical) to support our many educational endeavors.

G. Weaver Hipps Elementary understands the importance of parent involvement and because of this, the School Advisory Committee (SAC), composed of parents, teachers, administrators, and members of the community will meet to discuss the development and implementation of the School Improvement Plan, Parent Involvement Plan, as well as how Title I funds will be spent for the upcoming school year. All parents are invited and encouraged to attend and become members of SAC through the Parent Guide, Parent Link, school newsletters, and personal invitation. Parents will have the opportunity to review, discuss, and provide input regarding Title I programs, plans, and funds.

Agendas, sign-in sheets, flyers, handouts, and meeting minutes will be maintained as documentation in the Title I Toolkit.

Effective Leadership

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

School Leadership Team

Membership:

Name	Title
Saldivar, Aida	Principal
Hernandez, Cynthia	Assistant Principal
Grau, Chris	Instructional Coach
Paiva, Sarah	Instructional Coach
Pineda, Emma	Instructional Coach
Thomas, Brooke	Instructional Coach
Lewis-Clarke, Lenora	Instructional Coach
Reid, Katy	Instructional Coach
Conrad, Kim	Guidance Counselor

Duties

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

The MTSS Problem-Solving team at G. Weaver Hipps Elementary meets on a weekly, as needed basis to analyze school and/or student progress data in order to identify students in need of further support and monitor the progress of students receiving interventions to ensure that the needs of all students are being met within a multi-tiered system of student supports. The team uses the five-step problem solving process as outlined in the district's MTSS Manual. The roles of each member are as follows:

Classroom Teacher • Keep ongoing progress monitoring notes in a MTSS folder (curriculum assessments, STAR or Formative Assessment scores, work samples, anecdotes) to be filed in cumulative folder at the end of each school year or if transferring/withdrawing

- Attend MTSS Team meetings to collaborate on & monitor students who are struggling
- Implement interventions designed by MTSS Team for students receiving supplemental and intensive supports.
- Deliver instructional interventions with fidelity

Reading or Math Coach/Specialist:

- Attend MTSS Team meetings
- Train teachers in interventions, progress monitoring, differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes & anecdotes of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining at-risk students

Speech-Language Pathologist

- Attend MTSS Team meetings for students receiving supplemental and intensive supports.
- Completes Communication Skills screening for students unsuccessful with Tier 2 interventions
- Assist with supplemental and intensive interventions through collaboration, training, and/or direct student contact
- Incorporate MTSS data when guiding a possible Speech/Language referral & when making eligibility decisions

RTI/MTSS Resource Teacher/Coordinator

- Often MTSS Team facilitators
- Schedule and attend MTSS Team meetings
- Maintain log of all students involved in the MTSS process
- Send parent invites
- Complete necessary MTSS forms
- Conduct social-developmental history interviews when requested

School Psychologist

- Attend MTSS Team meetings on some students receiving supplemental supports & on all students receiving intensive support
- Monitor data collection process for fidelity
- Review & interpret progress monitoring data
- Collaborate with MTSS Team on effective instruction & specific interventions
- Incorporate MTSS data when guiding a possible ESE referral & when making eligibility decisions

Staffing Specialist

- Consult with MTSS Team regarding intensive interventions
- Incorporate MTSS data when making eligibility decisions

Specialist (Behavior, OT, PT, ASD)

- Consult with MTSS Team and complete the Self-Assessment of MTSS Implementation (SAM)

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

G. Weaver Hipps Elementary utilizes the district adopted data management system, Performance Matters. This allows the school comprehensive access to all school and district databases, thereby assisting with the detailed analysis of district, school, classroom, and student level data. These analyses assist with the tracking of student progress, management of diagnostic, summative, and formative assessment data, and the response of students to implemented interventions. We will also be training for and implementing progress monitoring using CASTLE this year.

Title I, Part A

Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part C- Migrant

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part D

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II, Part A

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title III

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X- Homeless

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to

homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Violence Prevention Programs

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Nutrition Programs

Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Housing Programs

Head Start

Blended Head Start/Title 1/VPK/Migrant early childhood classrooms will be located on the school's campus. High risk students will attend a year long, high quality early childhood program that serves four year old children. The goal of the program is to prepare children for kindergarten by meeting the federal Head Start Framework for School Readiness and State Standards for Four Year Olds that are aligned with the Common Core Standards. The expected outcome is that enrolled children who complete the program will be deemed ready for kindergarten on the Florida Kindergarten Readiness Screening (FLKRS).

Adult Education

Adult Education partners with several Title I schools to offer ESOL classes for parents to learn English. Adult Education partners with Title I, Part A to offer paraprofessional classes to prepare paraprofessionals to take the qualifying test, ParaPro. Adult Education instructors review reading, math and writing skills, as well as test administration. Title I paraprofessionals benefit by becoming highly qualified as defined by NCLB. The benefit of these classes is to help the monolingual parents learn English so that they can become more self-sufficient. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Career and Technical Education

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Job Training

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Other

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Michael Burgess	Parent
	Student
Aida Saldivar	Principal
Chris Grau	Teacher
Lenora Lewis-Clarke	Teacher
Brooke Thomas	Teacher
Kim Conrad	Teacher
Jeanette Santiago	Education Support Employee
Martha Rose	Education Support Employee
Nohemi Freeman	Parent
Carleen Williams	Parent
Douglas McEwen	Parent
Ignacio Gomez	Business/Community
Charlotte Nicely	Business/Community
Yletta Wilson	Parent

Duties

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

Evaluation of last year's school improvement plan

Presentation of Plan occurred at September 24th, 2015 Title 1/SAC meeting. The committee will review our school grade data and compare it from last year's results as they become available.

Development of this school improvement plan

Teachers were invited to be part of the SIP development committee. Committee members met to discuss results of Gallop Teacher Engagement Survey from 2015. Areas of need were highlighted. We discussed strengths, areas of weakness and created a plan for improvement.

Preparation of the school's annual budget and plan

GWH will allocate funds on evidence-based programs and materials, along with the newest innovative technology, and professional development.

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

Funds were used to purchase FSA standards driven resources to be used during our daily 30 minute Intervention/Remediation time to meet the needs of all students.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Saldivar, Aida	Principal
Hernandez, Cynthia	Assistant Principal
Paiva, Sarah	Instructional Coach
Pineda, Emma	Instructional Coach
Reid, Katy	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will provide opportunities for parents to learn strategies for reading success with events such as Grade Level Curriculum nights, Media Mondays, and Student Led Conferences. By increasing the opportunities for parents to be involved in our school, we hope to encourage them to take a more active role in the educational process of their children.

The LLT will also plan for additional teacher training and support for reading initiatives implemented this school year.

Public and Collaborative Teaching

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

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

The teachers at G Weaver Hipps Elementary use a variety of strategies to maximize their instructional time to keep students engaged and learning. The following strategies have been implemented and used consistently school-wide: common team planning, weekly PLC meetings, and data driven instruction. Grade-levels will meet with administration to review current student progress.

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

A team from G. Weaver Hipps went to the LCSD Recruitment Fair in May 2015. In order to retain new teachers, Cynthia Hernandez, Assistant Principal, conducts monthly meetings for new teachers in the APPLES program. Additionally, new teachers meet with their APPLES mentor on a weekly basis.

Teacher Leaders provide ongoing support to teachers throughout the school year. Ongoing Professional Development occurs to help teachers feel confident and successful in the classroom.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Mentor teachers are chosen for teachers who are new to GWH. Experienced teachers are matched up with a new teacher to the same grade level for the school year. The mentors conducted weekly meetings to discuss strengths or weaknesses needed to become an effective teacher. Our Teacher Leaders are available to work with any teacher who may be in need of additional support.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

GWH teachers follow aligned learning goals based on the district's math and literacy academic plans. Teacher lesson plans are reviewed by Administration to ensure that the standards are being included with fidelity. Teachers are required to have learning outcomes posted daily. Additionally, school administration conducts classroom walk-throughs as mandated by the DOE.

Instructional Strategies

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

At GWH, teachers use data to drive their instructional practices to meet the needs of all learners within the school. A school-wide intervention/enrichment schedule has been developed to meet the needs of all learners. This program (Gator Time) occurs for 30 minutes at the end of each school day. Formative and summative data is shared at weekly PLC meetings to determine either remediation or enrichment strategies for students.

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: After School Program

Minutes added to school year: 30,000

After school enrichment clubs include: Robotics, Engineering, Chess, Fitness, STEAM, Art and Gator Pack.

Strategy Rationale

To provide enrichment experiences to all students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Saldivar, Aida, aidacs@leeschools.net

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

Formative and summative assessments and pre and post-tests are used to chart student progress.

Student Transition and Readiness

PreK-12 Transition

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

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

Pre-K ESE programs that are currently housed on campus communicate with the upcoming Kindergarten teachers to ensure a smooth transition. Towards the end of the school year, the rising Pre-K students have the opportunity to visit the anticipated classroom and teacher for the upcoming year. For students that will be attending a different school, the Pre-K teachers communicate the strengths, weaknesses and needs of these students with the receiving school.

College and Career Readiness

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

N/A

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

N/A

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

N/A

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

N/A

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

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

Data Uploads

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

The following documents were submitted as evidence for this section:

.

Problem Identification Summary

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

Problem Analysis Summary

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** G. Weaver Hipps Elementary will increase student learning gains in grades 3-5 on the STAR from 64% to 67% by March 2016.
- G2.** 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes.
- G3.** Teacher engagement will increase at least .2 in the Q4 area of receiving recognition or praise for doing good work, as measured by the FY16 Gallup.

Strategic Goals Detail

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

G1. G. Weaver Hipps Elementary will increase student learning gains in grades 3-5 on the STAR from 64% to 67% by March 2016. 1a

G074333

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains District Assessment	67.0

Resources Available to Support the Goal 2

- District adopted series/materials
- Title 1 Resources
- Coaches/TIF support

Targeted Barriers to Achieving the Goal 3

- Teacher Training

Plan to Monitor Progress Toward G1. 8

STAR Growth Reports will be used to monitor progress.

Person Responsible

Sarah Paiva

Schedule

Quarterly, from 9/1/2015 to 6/10/2016

Evidence of Completion

STAR Growth Reports will provide evidence of improvement.

G2. 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes. 1a

 G074334

Targets Supported 1b

Indicator	Annual Target
5Es Score: Collective Responsibility	100.0

Resources Available to Support the Goal 2

- Resource teachers & PD Specialist
- District CASTLE training

Targeted Barriers to Achieving the Goal 3

- The staff has no experience using CASTLE

Plan to Monitor Progress Toward G2. 8

CASTLE standards tracking reports will be used to monitor fidelity of implementation.

Person Responsible

Aida Saldivar

Schedule

Biweekly, from 8/24/2015 to 6/13/2016

Evidence of Completion

CASTLE standards tracking reports will be collected from grade level chairs and shared with administration.

G3. Teacher engagement will increase at least .2 in the Q4 area of receiving recognition or praise for doing good work, as measured by the FY16 Gallup. 1a

 G074335

Targets Supported 1b

Indicator	Annual Target
Effective+ Administrators	100.0

Resources Available to Support the Goal 2

- The use of PTO funds for incentives
- Leadership Team

Targeted Barriers to Achieving the Goal 3

- Frequency of recognition opportunities

Plan to Monitor Progress Toward G3. 8

Baseline Survey

Person Responsible

Aida Saldivar

Schedule

Semiannually, from 8/18/2014 to 6/5/2015

Evidence of Completion

Results of End-of Year Survey

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. G. Weaver Hipps Elementary will increase student learning gains in grades 3-5 on the STAR from 64% to 67% by March 2016. **1**

 **G074333**

G1.B3 Teacher Training **2**

 **B194052**

G1.B3.S1 Students will receive Thinking Maps training. **4**

 **S205563**

Strategy Rationale

This training will provide a common language for meaning learning with students.

Action Step 1 **5**

The teaching staff will receive training in Thinking Maps.

Person Responsible

Katy Reid

Schedule

Weekly, from 9/1/2015 to 6/3/2016

Evidence of Completion

Teachers will sign in for training. Teachers will be asked to bring sample of student Thinking Map to share with group.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Lesson plans will be monitored to check for Thinking Maps inclusion.

Person Responsible

Aida Saldivar

Schedule

Weekly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Lesson plans will be reviewed. Student samples of work should be displayed in the classroom.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Reading checkpoints will be monitored for improvements, as will the quarterly STAR test results.

Person Responsible

Cynthia Hernandez

Schedule

Weekly, from 9/1/2015 to 6/10/2016


Evidence of Completion

Grades in FOCUS and PM, as well as STAR Growth Reports will be used to monitor success of Thinking Map training.

G2. 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes. 1

 G074334

G2.B1 The staff has no experience using CASTLE 2

 B194053

G2.B1.S1 Teachers will receive ongoing in-house PD training on using CASTLE. 4

 S205564

Strategy Rationale

When teachers are trained, prepared and supported, they are more likely to maintain accurate records.

Action Step 1 5

Teachers will be trained to use CASTLE for progress monitoring.

Person Responsible

Katy Reid

Schedule

Quarterly, from 9/21/2015 to 5/27/2016

Evidence of Completion

Teachers will share CASTLE standards-based reports at PLC meetings. Inservice records will document attendance at trainings.

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

Teachers will share standards tracking data at grade level PLC meetings with administration.

Person Responsible

Aida Saldivar

Schedule

Quarterly, from 9/21/2015 to 6/6/2016

Evidence of Completion

Standards tracking sheets will be collected from each teacher as evidence of completion.

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

Teachers will receive ongoing PD training and support from leadership team as needed.

Person Responsible

Aida Saldivar

Schedule

Daily, from 9/21/2015 to 6/13/2016

Evidence of Completion

PLC minutes will be collected to determine which teachers may need additional support to track standards with fidelity.

G3. Teacher engagement will increase at least .2 in the Q4 area of receiving recognition or praise for doing good work, as measured by the FY16 Gallup. 1

 G074335

G3.B1 Frequency of recognition opportunities 2

 B194056

G3.B1.S1 Events will be planned in advance to recognize the achievements of staff. Additional opportunities will occur as well as needed. 4

 S205565

Strategy Rationale

Positive feedback is important for staff morale.

Action Step 1 5

Staff Appreciation Week Activities

Person Responsible

Lenora Lewis-Clarke

Schedule

Annually, from 5/2/2016 to 5/6/2016

Evidence of Completion

A different event will be scheduled each day to honor the efforts of our staff.

Action Step 2 5

Ongoing activities will be planned to recognize achievements and extra efforts of staff members.

Person Responsible

Aida Saldivar

Schedule

Daily, from 8/24/2015 to 6/10/2016

Evidence of Completion

Leadership Team members will monitor supplies needed for various recognition activities.

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

Leadership Team members will discuss the fidelity of the activities at weekly meetings.

Person Responsible

Aida Saldivar

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

A survey will be sent to teachers twice during the year to monitor improvement in this area.

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

We will monitor the results of semi-annual survey.

Person Responsible

Cynthia Hernandez

Schedule

Semiannually, from 8/24/2015 to 6/10/2016

Evidence of Completion

Survey results will be discussed at Leadership Meetings. Results will be used determine further activities and events that will be scheduled at the school.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.A1	The teaching staff will receive training in Thinking Maps.	Reid, Katy	9/1/2015	Teachers will sign in for training. Teachers will be asked to bring sample of student Thinking Map to share with group.	6/3/2016 weekly
G2.B1.S1.A1	Teachers will be trained to use CASTLE for progress monitoring.	Reid, Katy	9/21/2015	Teachers will share CASTLE standards-based reports at PLC meetings. Inservice records will document attendance at trainings.	5/27/2016 quarterly
G3.B1.S1.A1	Staff Appreciation Week Activities	Lewis-Clarke, Lenora	5/2/2016	A different event will be scheduled each day to honor the efforts of our staff.	5/6/2016 annually
G3.B1.S1.A2	Ongoing activities will be planned to recognize achievements and extra efforts of staff members.	Saldivar, Aida	8/24/2015	Leadership Team members will monitor supplies needed for various recognition activities.	6/10/2016 daily
G1.MA1	STAR Growth Reports will be used to monitor progress.	Paiva, Sarah	9/1/2015	STAR Growth Reports will provide evidence of improvement.	6/10/2016 quarterly
G1.B3.S1.MA1	Reading checkpoints will be monitored for improvements, as will the quarterly STAR test results.	Hernandez, Cynthia	9/1/2015	Grades in FOCUS and PM, as well as STAR Growth Reports will be used to monitor success of Thinking Map training.	6/10/2016 weekly
G1.B3.S1.MA1	Lesson plans will be monitored to check for Thinking Maps inclusion.	Saldivar, Aida	9/1/2015	Lesson plans will be reviewed. Student samples of work should be displayed in the classroom.	6/10/2016 weekly
G2.MA1	CASTLE standards tracking reports will be used to monitor fidelity of implementation.	Saldivar, Aida	8/24/2015	CASTLE standards tracking reports will be collected from grade level chairs and shared with administration.	6/13/2016 biweekly
G2.B1.S1.MA1	Teachers will receive ongoing PD training and support from leadership team as needed.	Saldivar, Aida	9/21/2015	PLC minutes will be collected to determine which teachers may need additional support to track standards with fidelity.	6/13/2016 daily
G2.B1.S1.MA1	Teachers will share standards tracking data at grade level PLC meetings with administration.	Saldivar, Aida	9/21/2015	Standards tracking sheets will be collected from each teacher as evidence of completion.	6/6/2016 quarterly
G3.MA1	Baseline Survey	Saldivar, Aida	8/18/2014	Results of End-of Year Survey	6/5/2015 semiannually
G3.B1.S1.MA1	We will monitor the results of semi-annual survey.	Hernandez, Cynthia	8/24/2015	Survey results will be discussed at Leadership Meetings. Results will be used determine further activities and events that will be scheduled at the school.	6/10/2016 semiannually
G3.B1.S1.MA1	Leadership Team members will discuss the fidelity of the activities at weekly meetings.	Saldivar, Aida	8/24/2015	A survey will be sent to teachers twice during the year to monitor improvement in this area.	6/10/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. G. Weaver Hipps Elementary will increase student learning gains in grades 3-5 on the STAR from 64% to 67% by March 2016.

G1.B3 Teacher Training

G1.B3.S1 Students will receive Thinking Maps training.

PD Opportunity 1

The teaching staff will receive training in Thinking Maps.

Facilitator

Katie Reid

Participants

G. Weaver Hipps teaching staff

Schedule

Weekly, from 9/1/2015 to 6/3/2016

G2. 100% of core subject areas teachers will track standards and progress monitor through the CASTLE Standards Tracker during FY16 as documented by professional learning community minutes.

G2.B1 The staff has no experience using CASTLE

G2.B1.S1 Teachers will receive ongoing in-house PD training on using CASTLE.

PD Opportunity 1

Teachers will be trained to use CASTLE for progress monitoring.

Facilitator

Katy Reid

Participants

All teachers at GWH will receive training.

Schedule

Quarterly, from 9/21/2015 to 5/27/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B3.S1.A1	The teaching staff will receive training in Thinking Maps.	\$0.00
2	G2.B1.S1.A1	Teachers will be trained to use CASTLE for progress monitoring.	\$0.00
3	G3.B1.S1.A1	Staff Appreciation Week Activities	\$0.00
4	G3.B1.S1.A2	Ongoing activities will be planned to recognize achievements and extra efforts of staff members.	\$0.00
Total:			\$0.00