

The School District of Lee County

G. Weaver Hipps Elementary School



2016-17 Schoolwide Improvement Plan

G. Weaver Hipps Elementary School

1200 HOMESTEAD RD N, Lehigh Acres, FL 33936

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	81%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	C*	B	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 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 a monitoring status of "Former F" (see page 4). 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 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 three 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 – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- 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.

2016-17 DA Category and Statuses for G. Weaver Hipps Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. 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.

b. Provide the school's vision statement.

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

2. School Environment

a. 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 Night
- *PTO Welcome Back Dance for Students and Parents
- *Let is Snow Event
- *Movies on the Lawn

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.

b. 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 21st century skills that are required to be productive adults.

We strive to create a safe and respectful environment:

- *Improved safety and security detailed plan set in place and submitted to the District
- *Teachers meeting and greeting students at doors in the morning
- *Staff strategically placed around campus to greet students in the morning and again in the afternoon.
- *Monthly safety drills are practiced and modeled among the school.
- *Full-time behavior specialist
- *Guidance counselor teaching character education lessons

- *Mentoring program for the lowest 33% of our students
- *Before and After School programs available
- *All students have leadership opportunities in the school setting
- *7:30 AM - 8:00 AM, Principal calendar reserved for student meetings
- *SRO is a positive presence in the school and is actively involved with our students
- *A variety of student clubs gives students an opportunity to participate in enrichment activities
- *School-wide behavior plan implemented

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.

School-wide Behavior Plan includes:

- *School-wide expectations of Good Choices: Always be Safe, Think Win-Win, Outstanding Effort, Respect Self & Others, and Synergize (G.A.T.O.R.S.)
- *Class Dojo used in classrooms for positive behavior recognition
- *Individual classroom discipline expectations include a hierarchy of expectations/consequences as well as rewards
- *Strong partnership with parents that focuses on positive feedback
- *Classroom and school-wide recognition programs (Leader Honors)/Principal's Award
- *Pre-School staff professional development program on School-Wide Behavior/Discipline Plan presented by the Discipline Committee with representation of all grade levels
- *Individualized Behavior Plans for students with exceptional needs that includes daily check in with Behavior Specialist and Administration

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.

GWH's counselor implements:

- *Guidance counseling/mentoring program on a monthly basis
- *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
- *Clothing drives held twice a year
- *Teacher are expected to know all aspect of a student's life and develop a trusting and caring relationship with their students
- *Daily recognition of students on the school news for birthdays, academic success, and leadership capacity in the school and in their community
- *Each grade level participates in a community service project that is student driven
- *Students are encouraged to recognize each other through the "bucket-filling" philosophy
- *Social worker is actively involved in supporting our school through establishing a positive home/school connection
- *Bilingual Parent Involvement Specialist facilitates home/school partnerships

3. Early Warning Systems

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

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

N/A

B. Family and Community Engagement

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

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.

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

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/305297>.

2. Description

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

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.

G. Weaver Hipps has established contacts with many businesses in the Lehigh Acres area. Currently, we are proud to partner with Publix, Winn-Dixie, Costco, McDonalds, Dairy Queen, Goodlad Insurance, Lehigh Community Services (Backpacks), Lace of Love (Sneakers for Students) and Clever Promotional Products. 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.

GWH builds and sustains parent communication through Parent Link, Twitter, individual classroom teacher websites, Dojo, newsletters, phone calls, student-led conferences, emails, student planners and school website

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

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Saldivar, Aida	Principal
Hernandez, Cynthia	Assistant Principal
Grau, Chris	Instructional Coach
Pineda, Emma	Instructional Coach
Thomas, Brooke	Instructional Coach
Lewis-Clarke, Lenora	Instructional Coach
Reid, Katy	Instructional Coach
Conrad, Kim	School Counselor
Gingell, Rhonda	Instructional Coach
Massaro, Shelby	Instructional Coach
Jacobs, Amy	Instructional Coach

b. Duties

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

The roles of each member are as follows:

Principal

- *Builds and supports a learning organization focused on student success
- *Works closely with staff to close learning performance gaps
- *Maintains a school climate that supports student engagement in learning
- *Generates high expectations for learning growth by all students
- *Works collaboratively with all stakeholders to develop and implement an instructional framework
- *Implements the FEAPs (Florida Educator Accomplished Practices)
- *Engages in and monitors data analysis for instructional planning and improvement
- *Implements the district and states adopted academic standards and curriculum
- *Recruits, retains, and develops an effective and diverse staff

Asst. Principal

- *Assists in achieving results towards school's goals
- *Engages faculty and staff in efforts to close learning performance gaps
- *Facilitates a school climate that supports student engagement in learning
- *Assists in the development and implementation of an instructional framework
- *Engages in and monitors data analysis for instructional planning and improvement
- *Fosters the implementation of the district and states adopted academic standards and curriculum
- *Monitors data for the school improvement plan
- *Works closely with all stakeholders to develop and implement the school wide discipline plan
- *Fosters and facilitates the implementation of the school safety plan

Instructional Coach/Teacher Leaders:

- Works with teachers to ensure that research-based reading programs
- Train teachers in interventions, progress monitoring, and differentiated instruction
- Implement supplemental and intensive interventions
- Keep progress monitoring notes & anecdotal of interventions implemented
- Administer screenings
- Collect school-wide data for team to use in determining all student needs
- *Provides direct whole-group and small group instruction
- *Models lessons in effective reading/math instruction
- *Provides instruction during WIN intervention time

Classroom Teacher

- *Plans individually or cooperatively a program of study that meets the individual needs, interests, diverse backgrounds backgrounds and abilities of students
- *Assists in establishing department or grade level curriculum objectives
- *Creates a classroom environment that is conducive to learning
- *Analyzes data to provide enrichment and/or remediation of skills
- *Assess' students on the mastery of standards
- *Maintains accurate and complete records/reports
- Keep ongoing progress monitoring notes in a MTSS folder (curriculum assessments, STAR or Formative Assessment scores, work samples, anecdotals) 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
- *Adheres to code of ethics of the education profession in Florida

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

ISS Resource Teacher/Coordinator

- *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
- *Small Group Instruction

ESOL/ELL Representative:

- *Attends all MTSS meetings for identified ELL students
- *Conducts language screening and assessments
- *Provides ELL interventions at all tiers

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)

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.

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.

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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Michael Burgess	Parent
Aida Saldivar	Principal
Chris Grau	Teacher
Lenora Lewis-Clarke	Teacher
Brooke Thomas	Teacher
Kim Conrad	Teacher
Martha Rosa	Education Support Employee
Nohemi Freeman	Parent
Douglas McEwen	Parent
Nancy Cerrillo	Parent
Charlotte Nicely	Business/Community
Annica Rancy	Parent
Teresa Goodlad	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

a. Evaluation of last year's school improvement plan

On September 22, 2016, the SAC will present the districts requirements for school improvement goals. The committee will vote to approve the goals, strategies and barriers.

b. Development of this school improvement plan

Teachers, staff members, and parents were invited to be part of the SIP development committee. Members of the leadership team initially worked together to create goals for the SIP. During the SAC meeting, all members of the SIP team will review and will be provided with the opportunity to ask questions, make recommendations and approve revisions prior to voting and reaching consensus on the SIP.

c. 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.

2. 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.

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
Saldivar, Aida	Principal
Hernandez, Cynthia	Assistant Principal
Grau, Chris	Instructional Coach
Pineda, Emma	Instructional Coach
Reid, Katy	Instructional Coach
Lewis-Clarke, Lenora	Instructional Coach
Gingell, Rhonda	Instructional Coach
Thomas, Brooke	Other
Jacobs, Amy	Instructional Coach

b. Duties

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

The Literacy Leadership Team will discuss and plan ELA activities correlated to the Florida Standards that will increase the classroom teacher's depth of knowledge as well as provide engaging activities for students including intervention and enrichment opportunities. The team will also plan and host ELA, Math, and STEM night for our students and their families throughout the school year. In addition, the team will also 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 are giving them an array of opportunities to be part of the educational process of their children.

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

D. Public and Collaborative Teaching

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

1. 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.

2. 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-June 2016. 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.

3. 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. TIF teacher leaders are also utilized to support teachers by co-teaching with them and modeling lessons. Reading and Math coaches utilize the coaching continuum to meet the differentiated needs of both new and veteran teachers. In addition, our Teacher Leaders are also available to work with any teacher who may be in need of additional support.

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.

The district adopts curriculum programs that are aligned to the FL State Standards and then create academic plans to identify the scope and sequence for each subject and grade level.

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. Teachers administer formative and summative assessments aligned to these standards. Additionally, school administration conducts classroom walk-throughs to monitor/support fidelity.

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.

At GWH, teachers use data to drive their instructional practices and differentiate their lessons to meet the needs of all learners within the school. A school-wide intervention/enrichment schedule has been developed to provide intensive instruction in small groups for struggling as well as advanced learners. This program (WIN Time) occurs for 30 minutes each school day where extra teachers and/or paraprofessionals work with students that are grouped according to their specific academic needs and proficiency of grade-level standards. Formative and summative data is shared at weekly PLC meetings to determine either remediation or enrichment strategies for students.

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: After School Program

Minutes added to school year: 30,000

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

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

Student surveys

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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. Also, cross-grade level meetings and a student mentoring program.

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 section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Decrease the number of discipline referrals by 40% (211 referrals) by May 2017.
- G2.** G. Weaver Hipps Elementary will increase student achievement in all content areas.

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. Decrease the number of discipline referrals by 40% (211 referrals) by May 2017. 1a

 G081350

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	211.0

Targeted Barriers to Achieving the Goal 3

- School Wide Discipline Plan has not been shared with Parents
- Inconsistent School Wide Classroom Management Plan

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parent Involvement Specialist
- Leader in Me
- Behavior Specialist
- Kagan Trainings
- School Wide Discipline Committee

Plan to Monitor Progress Toward G1. 8

Collection and review of Monthly student discipline referrals

Person Responsible

Cynthia Hernandez

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Data tracking of number of discipline referrals per month and creation of coaching cycle to support teachers

G2. G. Weaver Hipps Elementary will increase student achievement in all content areas. 1a

G081352

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	43.0
ELA/Reading Gains	49.0
ELA/Reading Lowest 25% Gains	49.0
FSA Mathematics Achievement	46.0
Math Gains	44.0
Math Lowest 25% Gains	38.0
FCAT 2.0 Science Proficiency	30.0

Targeted Barriers to Achieving the Goal 3

- Systems were not in place to monitor student achievement

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G2. 8

All teachers will provide Performance Matters student summary data to Leadership team

Person Responsible

Aida Saldivar

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

PLC minutes, Performance Matters data sheets

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

 = Problem Solving Step  S123456 = Quick Key

G1. Decrease the number of discipline referrals by 40% (211 referrals) by May 2017. 1

 G081350

G1.B1 School Wide Discipline Plan has not been shared with Parents 2

 B214894

G1.B1.S1 Implement a School Wide Discipline Plan 4

 S227099

Strategy Rationale

To provide parents with an understanding of school wide expectations

Action Step 1 5

Creation of School Wide Discipline Committee (representation of each grade level)

Person Responsible

Cynthia Hernandez

Schedule

On 6/1/2016

Evidence of Completion

Plan

Action Step 2 5

Share with Teachers during Pre-School Week

Person Responsible

Cynthia Hernandez

Schedule

On 8/8/2016

Evidence of Completion

PowerPoint Presentation by Discipline Committee, Sign In Sheets

Action Step 3 5

Share with students and families

Person Responsible

Cynthia Hernandez

Schedule

On 9/8/2016

Evidence of Completion

Sign In Sheets and Parent Agreement Form

Action Step 4 5

Collection in number of student discipline data

Person Responsible

Cynthia Hernandez

Schedule

Monthly, from 8/10/2016 to 5/31/2017

Evidence of Completion

Share Discipline referral data with staff

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

Implement a School Wide action plan with fidelity

Person Responsible

Cynthia Hernandez

Schedule

Monthly, from 8/15/2016 to 5/15/2017

Evidence of Completion

Discipline Committee minutes, signed Parent/Student Agreement form, signed "Compact" form, monthly sharing of discipline data with teachers

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

Percentage of returned Student/Parent Agreement forms

Person Responsible

Cynthia Hernandez

Schedule

On 9/30/2016


Evidence of Completion

Signed Student/Parent Agreement forms

G1.B2 Inconsistent School Wide Classroom Management Plan 2

 B214895

G1.B2.S1 Implementation of Leader in Me 4

 S227100

Strategy Rationale

To develop 21st century skills and create a positive learning environment

Action Step 1 5

Teacher will receive trainings in Leader in Me

Person Responsible

Aida Saldivar

Schedule

Annually, from 7/25/2016 to 5/15/2017

Evidence of Completion

Attendance Manager

Action Step 2 5

Teachers will implement the Leader in Me 7 Habits with their students

Person Responsible

Aida Saldivar

Schedule

Daily, from 8/10/2016 to 5/26/2017

Evidence of Completion

Student Leadership Notebooks, Leader in Me resources, Student Leadership roles

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

Implementation of the Leader in Me 7 Habits

Person Responsible

Aida Saldivar

Schedule

Daily, from 8/15/2016 to 5/15/2017

Evidence of Completion

Classroom Walkthroughs focused on implementation of Leader in Me, Teacher Lesson Plans, Student Leadership Notebooks, Student Leadership roles, daily positive student interactions

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

Implementation of a consistent school-wide classroom management plan

Person Responsible

Aida Saldivar

Schedule

Daily, from 8/15/2016 to 5/22/2017

Evidence of Completion

Positive student Interactions, reduced number of discipline referrals, and Staff handing out Leadership Honors to students for positive behaviors and good choices

G2. G. Weaver Hipps Elementary will increase student achievement in all content areas. 1

 G081352

G2.B1 Systems were not in place to monitor student achievement 2

 B214898

G2.B1.S1 Create systems to monitor data, effective classroom strategies, and focus on teacher strengths by departmentalizing. 4

 S227103

Strategy Rationale

Research says that monitoring data and evidence-based classroom strategies leads to student achievement.

Action Step 1 5

Assigned a leadership member to each grade level.

Person Responsible

Aida Saldivar

Schedule

Daily, from 8/10/2016 to 8/10/2016

Evidence of Completion

PLC minutes and weekly Leadership members debrief with Principal

Action Step 2 5

Departmentalizing in Grades 3-5

Person Responsible

Aida Saldivar

Schedule

On 8/3/2016

Evidence of Completion

Master Schedule and Teacher Lesson Plans

Action Step 3 5

Hire a Math Coach to coach and support math proficiency in grades 3-5

Person Responsible

Aida Saldivar

Schedule

On 5/26/2017

Evidence of Completion

Coaching logs

Action Step 4 5

Monitoring STAR Data and formative assessments

Person Responsible

Aida Saldivar

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

STAR Data/Formative Assessments/Exit Tickets

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

Implementation of systems

Person Responsible

Aida Saldivar

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Weekly PLCs, bi-monthly data chats with Administration, Classroom Walkthroughs, Lesson Plans

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

Systems are in place to monitor student achievement

Person Responsible

Aida Saldivar

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

STAR Data, Student Data Chats, Formative Assessments, Early Warning Systems data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G1.B1.S1.A1 A288356	Creation of School Wide Discipline Committee (representation of each grade level)	Hernandez, Cynthia	6/1/2016	Plan	6/1/2016 one-time
G2.B1.S1.A2 A288365	Departmentalizing in Grades 3-5	Saldivar, Aida	8/3/2016	Master Schedule and Teacher Lesson Plans	8/3/2016 one-time
G1.B1.S1.A2 A288357	Share with Teachers during Pre-School Week	Hernandez, Cynthia	8/8/2016	PowerPoint Presentation by Discipline Committee, Sign In Sheets	8/8/2016 one-time
G2.B1.S1.A1 A288364	Assigned a leadership member to each grade level.	Saldivar, Aida	8/10/2016	PLC minutes and weekly Leadership members debrief with Principal	8/10/2016 daily
G1.B1.S1.A3 A288358	Share with students and families	Hernandez, Cynthia	8/10/2016	Sign In Sheets and Parent Agreement Form	9/8/2016 one-time
G1.B1.S1.MA1 M288876	Percentage of returned Student/Parent Agreement forms	Hernandez, Cynthia	8/10/2016	Signed Student/Parent Agreement forms	9/30/2016 one-time
G1.B1.S1.MA1 M288877	Implement a School Wide action plan with fidelity	Hernandez, Cynthia	8/15/2016	Discipline Committee minutes, signed Parent/Student Agreement form, signed "Compact" form, monthly sharing of discipline data with teachers	5/15/2017 monthly
G1.B2.S1.MA1 M288879	Implementation of the Leader in Me 7 Habits	Saldivar, Aida	8/15/2016	Classroom Walkthroughs focused on implementation of Leader in Me, Teacher Lesson Plans, Student Leadership Notebooks, Student Leadership roles, daily positive student interactions	5/15/2017 daily
G1.B2.S1.A1 A288360	Teacher will receive trainings in Leader in Me	Saldivar, Aida	7/25/2016	Attendance Manager	5/15/2017 annually
G1.B2.S1.MA1 M288878	Implementation of a consistent school-wide classroom management plan	Saldivar, Aida	8/15/2016	Positive student Interactions, reduced number of discipline referrals, and Staff handing out Leadership Honors to students for positive behaviors and good choices	5/22/2017 daily
G1.MA1 M288882	Collection and review of Monthly student discipline referrals	Hernandez, Cynthia	8/10/2016	Data tracking of number of discipline referrals per month and creation of coaching cycle to support teachers	5/26/2017 monthly
G2.MA1 M288895	All teachers will provide Performance Matters student summary data to Leadership team	Saldivar, Aida	8/10/2016	PLC minutes, Performance Matters data sheets	5/26/2017 weekly
G1.B2.S1.A2 A288361	Teachers will implement the Leader in Me 7 Habits with their students	Saldivar, Aida	8/10/2016	Student Leadership Notebooks, Leader in Me resources, Student Leadership roles	5/26/2017 daily
G2.B1.S1.MA1 M288889	Systems are in place to monitor student achievement	Saldivar, Aida	8/10/2016	STAR Data, Student Data Chats, Formative Assessments, Early Warning Systems data	5/26/2017 weekly
G2.B1.S1.MA1 M288890	Implementation of systems	Saldivar, Aida	8/10/2016	Weekly PLCs, bi-monthly data chats with Administration, Classroom Walkthroughs, Lesson Plans	5/26/2017 weekly
G2.B1.S1.A3 A288366	Hire a Math Coach to coach and support math proficiency in grades 3-5	Saldivar, Aida	8/3/2016	Coaching logs	5/26/2017 one-time
G2.B1.S1.A4 A288368	Monitoring STAR Data and formative assessments	Saldivar, Aida	8/10/2016	STAR Data/Formative Assessments/ Exit Tickets	5/26/2017 weekly
G1.B1.S1.A4 A288359	Collection in number of student discipline data	Hernandez, Cynthia	8/10/2016	Share Discipline referral data with staff	5/31/2017 monthly

V. Professional Development Opportunities

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

G1. Decrease the number of discipline referrals by 40% (211 referrals) by May 2017.

G1.B1 School Wide Discipline Plan has not been shared with Parents

G1.B1.S1 Implement a School Wide Discipline Plan

PD Opportunity 1

Share with Teachers during Pre-School Week

Facilitator

Cynthia Hernandez/Discipline Committee

Participants

Teachers

Schedule

On 8/8/2016

G1.B2 Inconsistent School Wide Classroom Management Plan

G1.B2.S1 Implementation of Leader in Me

PD Opportunity 1

Teacher will receive trainings in Leader in Me

Facilitator

Lonnie Moore

Participants

All Teachers, Office Staff, and 1 Paraprofessional

Schedule

Annually, from 7/25/2016 to 5/15/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Creation of School Wide Discipline Committee (representation of each grade level)	\$0.00
2	G1.B1.S1.A2	Share with Teachers during Pre-School Week	\$0.00
3	G1.B1.S1.A3	Share with students and families	\$0.00
4	G1.B1.S1.A4	Collection in number of student discipline data	\$0.00
5	G1.B2.S1.A1	Teacher will receive trainings in Leader in Me	\$0.00
6	G1.B2.S1.A2	Teachers will implement the Leader in Me 7 Habits with their students	\$0.00
7	G2.B1.S1.A1	Assigned a leadership member to each grade level.	\$0.00
8	G2.B1.S1.A2	Departmentalizing in Grades 3-5	\$0.00
9	G2.B1.S1.A3	Hire a Math Coach to coach and support math proficiency in grades 3-5	\$0.00
10	G2.B1.S1.A4	Monitoring STAR Data and formative assessments	\$0.00
Total:			\$0.00