

Orange County Public Schools

Wetherbee Elementary



2017-18 Schoolwide Improvement Plan

Wetherbee Elementary

701 E WETHERBEE RD, Orlando, FL 32824

<https://wetherbeees.ocps.net/>

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p>Elementary School PK-5</p>	<p>2016-17 Title I School</p> <p>No</p>	<p>2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>91%</p>

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	A*	A

**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 Orange County School Board.

SIP Authority and Template

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

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

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

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

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

DA Turnaround Status

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

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

2017-18 DA Category and Statuses for Wetherbee Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission is to lead our students to success with the support and involvement of families and the community.

b. Provide the school's vision statement.

Our vision is to be the top producer of successful students in the nation.

2. School Environment

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

Teachers begin learning about their students at Meet the Teacher. The learning continues throughout the year within the classroom as teachers build relationships with their students. During the school year, we have a variety of events such as, math/science and reading nights, multi-cultural night, Open House, Parent Teacher Organization/School Advisory Council meetings, and conference nights. Teachers attend and continue building relationships with their students at these events throughout the school year. We will focus on ensuring that collaborative planning time is being used productively and is reflected in general and special education staff schedules. Instructional plans will help teachers focus their planning accordingly and increase opportunities for teachers of all students to plan collaboratively. Providing teachers with protected collaborative planning time weekly will allow teachers to use best teaching practices to build their relationships with their students. We are working towards having exceptional student education teachers participate in weekly professional learning community meetings.

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

The Wetherbee expectations focus on safety first. Staff members greet students arriving to school at the car rider area, bus area, walker area, and the cafeteria area. Every morning after reciting the Pledge of Allegiance, students recite the Wetherbee Student Pledge, which states students have the right to feel safe and help to create a safe learning environment. Everyone on campus helps students with following the school wide expectations and staff members are trained at the beginning of the year and as needed throughout the school year.

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.

Wetherbee Elementary has school wide expectations: S O A R, Safety first, On time-on task, Always respectful, and Responsible always. These expectations are used across campus in the Cafeteria (Bistro), classrooms, hallways, special areas, computer lab, media center, playground, bus, and dismissal areas. Teachers review the expectations with students at the beginning of the year and throughout the year, as needed. Students earn Bumblebee Bucks when they are on task and behaving, displaying positive character traits, and/or improved academics. These Bumblebee Bucks are turned in to the media center for a chance to win a visit to the school store (Honeycomb Hut)

where they can choose a prize.

When students are not following the school expectations, students are re-directed to the expectations. If the problem behavior continues for level 1 or level 2 incidents, teachers fill out a parent misconduct form. This notifies the parent of the behavior that occurred along with interventions used for that behavior. If a student commits a level 3 or level 4 incident, staff notifies administration. Administration follows the guidelines of the Student Code of Conduct for responses to the level 3 or 4 incidents.

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.

We have three ways of offering assistance to students. Once a teacher or parent submits a request for counseling for a child to the CCT/parent liaison, they are then provided with the appropriate counseling form to send home for parental consent (or given to the parents in person). If it is a situation in which a counselor cannot provide assistance here on campus, then we offer the outside agency information or the information for Boystown.

3. Early Warning Systems

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

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

The attendance clerk and teachers monitor students' attendance. If there are five or more unexcused absences in one calendar month, a letter is generated to parents. If the absences continue, a social worker may also be called to address the issue.

Through weekly data meetings, on-going progress monitoring, PLCs, and Multi-Tier System of Supports (MTSS) data, we identify students who need extra instruction in ELA or Mathematics to become part of our Tier 3 intervention groups (interventions occur three times per week). We also offer morning tutoring for these students three times a week.

Students who score in the lowest quintile are automatically included in our MTSS Tier 3 intervention groups which meet three times per week. They are also invited to our morning tutoring program which meets three times a week.

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	21	16	16	19	15	18	0	0	0	0	0	0	0	105
One or more suspensions	0	0	0	1	1	1	0	0	0	0	0	0	0	3
Course failure in ELA or Math	1	5	4	2	3	10	0	0	0	0	0	0	0	25
Level 1 on statewide assessment	0	0	0	41	58	75	0	0	0	0	0	0	0	174

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	1	1	4	5	16	0	0	0	0	0	0	0	27

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

Students that are identified by the early warning system are included in MTSS, which is a process of providing instruction and interventions to match the student's individual needs. These students are provided with an additional 30 minutes of reading instruction in Tier 3 intervention groups, which meet three times per week. They are also included in the morning tutoring program. Student progress is monitored regularly to ensure the quality of the interventions are aligned with students' needs.

B. Family and Community Engagement

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

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

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

No

1. PFEP Link

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

2. Description

Increase our parental involvement to enhance student academic achievement by inviting in our families and community members as active participants in our school environment.

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.

Wetherbee has a team of involved people representing every segment of our school community, which includes parents, teachers, students, administrators, support staff and Partners in Education. We hold monthly meetings and events for the community members. During the school year, we have a variety of events such as, math/science and reading nights, multi-cultural night, Open House, Parent Teacher Organization/School Advisory Council meetings, and conference nights. In addition, several times a year we host iMom & ProDad breakfast, which helps support a home to school connection, student character development and provide resources for families.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Sauma, Sandy	Principal
Frett Bowie, Rozene	Assistant Principal
Pritz, Jill	Instructional Coach
Catania, Licette	Instructional Coach
Harpe, LaJuana	Instructional Coach
Davila, Monica	Instructional Coach
Gelabert, Griselle	Instructional Coach
Alma, Lizette	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 Principal (Sandy Clark Sauma): Sets the vision, mission and expectations for the school; Oversees digital implementation and provides supervision of all instruction and accelerates the momentum by setting high expectations for the use and success of the MTSS process. Ensuring the baseline outlook for the development of MTSS and the successful implementation of the process. The principal ensures support and documentation to increase academic/behavior instruction at the various tiers. Also, the principal examines MTSS plans and activities with parents and stakeholders.

The Assistant Principal (Rozene Frett Bowie): Oversees the MTSS process. Provides support and documentation to determine appropriate level of instruction and intensity at all tiered levels. Attends individual student meetings as needed. Supports teachers and adapts priorities, as needed.

The Curriculum Resource Teacher (Jill Pritz): Assists in determining appropriate intervention and progress monitoring materials. Keeps an inventory of core curriculum and intervention materials. Coordinates all testing for the school.

The Math Coach (LaJuana Harpe): Provides guidance on K-5 math plans, analyzes data, participates in progress monitoring and assists teachers with data-based lesson planning, and supports tiered intervention plans.

The Reading Specialist (Licette Catania Nieves): Provides MTSS Tier 3 intervention to students in K-5 reading plans, analyzes data, participates in progress monitoring, assists teachers with data-based lesson planning, and supports tiered intervention plans.

The Reading Coach (Griselle Gelabert): Provides guidance on K-2 reading plans, analyzes data, participates in progress monitoring, assists teachers with data-based lesson planning, and supports tiered intervention plans.

The Reading Coach (Lizette Alma): Provides guidance on 3-5 reading plans, analyzes data, participates in progress monitoring, assists teachers with data-based lesson planning, and supports tiered intervention plans.

The Staffing Specialist (Shanesa Brown): Schedules meetings for ESE students receiving additional support through MTSS, invites participants, ensures coverage for teachers (as needed), conducts and maintains focus of the meeting, sets and monitors time limits, and schedules follow-up meetings and invites participants to follow-up meeting(s).

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

MTSS structure at Wetherbee is designed within the three tiers of support. Tier 1 includes 90 minutes of reading and 60 minutes of math instruction. It also includes whole and small group as well as differentiated instruction. Tier 2 includes 30 minutes (5x/week) of supplemental reading and math instruction, as determined through data analysis of core assessments. Tier 3 includes 40 minutes (3x/week) of intensive reading and math instruction.

The team meets every month to discuss data within all levels of MTSS. This includes identifying students who are meeting expectations, not meeting benchmarks, or who are below benchmark standards. The team will identify necessary interventions and implement plans to share effective practices, evaluate plan implementation, and make decisions on further interventions. The team will assist with professional development as determined by need.

The leadership team met with the School Advisory Council (SAC), faculty, parents and principal to help develop the SIP. The team provided data on Tier 1, 2, and 3 targets.

Resource allocations are utilized to best meet student needs as determined through data analysis. They will include providing additional tutors for our Level 1 and Level 2 students. These positions at Wetherbee will also provide remediation and additional reading instruction for our K-5th grade students.

The school offers non-violence and anti-drug programs to students that incorporate field trips, service learning, counseling and school wide events promoting character education. Students at Wetherbee are given frequent exposure to many exciting programs designed to enhance the curriculum. These programs include drug resistance education, Student Council, and National Elementary Honor Society.

Wetherbee offers free breakfast and lunch to all students. This affords every student the opportunity to enjoy a nutritious breakfast and lunch. Also, we are starting the District Fresh Fruit and Vegetables Programs.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Sandy Clark Sauma	Principal
Geovanna Noles	Parent
Hope Perez	Parent
Amorina Rojas	Parent
Eric Garcia	Teacher

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. Evaluation of last year's school improvement plan

SAC conducts monthly meetings. Some meetings are used to discuss and review the School Improvement Plan. The SAC met to review the strategies in last year's plan and recommended changes for the upcoming year, with input from administration and faculty.

b. Development of this school improvement plan

The Wetherbee SAC is involved in the preparation and evaluation of the results of the school improvement plan. SAC also assists the principal and assistant principal with the annual school budget.

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

The principal is a member of the SAC and reviews the budget and plan with the members as needed.

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

Core Connection writing across the curriculum. \$4500

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
Davila, Monica	Instructional Coach
Catania, Licette	Instructional Coach
Frett Bowie, Rozene	Assistant Principal
Pritz, Jill	Instructional Coach
Sauma, Sandy	Principal
Alma, Lizette	Instructional Coach
Gelabert, Griselle	Instructional Coach

b. Duties

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

One of the major goals of the LLT this year is monitoring the use and effectiveness of intervention programs K-5. These intervention programs include iReady STARS/CARS, Journeys intervention piece and phonemic awareness. Another major goal is to increase parent involvement and participation of our family literacy events. We will stretch all students beyond their expectations by providing support and a rigorous curriculum, in order to continue to close the learning gaps through the MTSS process.

D. Public and Collaborative Teaching

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

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

Wetherbee encourages positive working relationships between teachers by allowing them to work together as "teams" and to meet as professional learning communities at least two times per week. This enables them to collaborate with one another and build relationships. It is also through this collaborative planning that the teachers are able to plan well-developed lessons in order to enable successful instruction.

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

Wetherbee implements new teachers' meetings on a monthly basis, run by the CRT. Wetherbee also plans for new teachers and mentor collaboration with master teachers on each grade level hosting a new teacher. New teachers will complete a portfolio and receive additional support from the instructional coach. By building a collaborative culture through professional development, coaching opportunities, and providing consistent feedback, we retain our effective and highly qualified teachers at the school.

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

The reading, science, math and instructional coaches will mentor new teachers so there is a greater opportunity for assisting in the classroom and observing. Teachers will still have the support of master teachers on their grade level, but their mentor will be readily available to assist.

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 school ensures that our instructional programs are aligned to Florida Standards by following the Orange County district policies and procedures that are designated to us through IMS and the Department of Education. We adhere to the Florida Standards when working with these instructional programs and/or developing our lesson plans.

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.

During regular data meetings, PLCs, and MTSS meetings we are able to accommodate and provide support to our diverse group of students and their needs. We pull specific student data and find what we need to do in order to drive instruction and make necessary learning gains. We also provide extended media hours (five times per week) and morning tutoring (three times per week) in order to help our students with their academic success.

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

Strategy: Extended School Day

Minutes added to school year: 10,800

Extended hours have been set up in the media center before school for students and their families to have access to technology as needed for our digital pilot program.

Strategy Rationale

Students will have the opportunity to come in and read, work on homework, and/or have a place to study each morning.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Pritz, Jill, jill.pritz@ocps.net

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

Daily sign in sheets will be collected and academic achievement data will be analyzed to determine the effectiveness of this supplemental access to digital resources.

Strategy: Before School Program

Minutes added to school year: 3,600

Morning Tutoring Program-three times per week for intensive reading instruction.

Strategy Rationale

We have arranged a morning tutoring program to take place three times per week for Grades 3-5. The primary focus will be on reading comprehension in order to show gains for our Level 1 students.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Pritz, Jill, jill.pritz@ocps.net

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

Data will be pulled from assessments given in order to show learning gains.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

We provide assistance to our preschool children in their transition by offering a kindergarten orientation which introduces students and parents to the kindergarten curriculum. We send out flyers to neighboring pre-k programs to invite them to our orientation event. Kindergarten teachers administer kindergarten screenings during the summer to aid in determining kindergarten readiness. Fifth graders are given the opportunity to meet with the Guidance Counselors of the appropriate feeder school, based on the students' residential address. They select the electives to enroll in for the sixth grade, prior to leaving 5th grade. Supports are provided from K-5 in order to be adequately prepared for middle school and beyond.

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.

In order to prepare for college and career awareness we offer a variety of different extra-curricular clubs including: National Elementary Honor Society, Science Club, Math Club, Audio Visual Club, Safety Patrols, and Student Council. With participation in any of these clubs, the students are able to see what they might like to do later in life as well as to prepare them for their future endeavors. It is through these clubs that students can become aware of the different opportunities that are out there for them and are able to help make decisions about their future.

We also participate with Junior Achievement, an organization that volunteers with K-12 students in order to inspire students to reach their full potential. Junior Achievement students/volunteers provide real-life experiences and opportunities to our students to display what the real-world may look like and to help get them interested in a career driven future.

In addition, we have also implemented our MAGIC program here for our fifth graders. The MAGIC (Mentoring, Advising, Guiding, and Instructing Children) program is run by the Orange County Sheriff's Office and it allows students to learn the importance of drug resistance and positive decision making.

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

Here at Wetherbee we are fortunate enough to be one of the digital pilot schools. We consistently utilize technology in the classroom daily and in addition we use different programs to help us increase our achievement. Some of these programs include: iReady, Google Docs, Edmodo, and Nearpod. Students are actively pursuing their iC3 Spark CAPE Certification.

In addition, we also offer a few career/technical education programs for our students. Our fourth and fifth graders run and present the morning news, our students participate in Teach-In and JA for a day. These programs allow students to see a variety of different careers that are out there and available to them. We also have our "Bee Visual Club" which is our Audio Visual Club where students are able to learn the different types of 'technical' equipment that are used during a concert, performance, etc... This allows them to also see what happens behind the scenes and prepares them for what lies ahead in the world of technology.

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

As a school we offer a wide range of academic driven extra-curricular programs that help to not only increase student achievement, but also allows our students to take learning to a whole new level. We are fortunate enough to have a science lab where students are able to partake in hands-on science

labs and virtual learning. We also offer science and math clubs, which both participate in the annual district-wide Olympiads.

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.

The strategies implemented for improving student readiness based on the annual analysis of the High School Feedback report include core instruction involving but not limited to Journeys, Go Math, and Science Fusion. Teachers develop instructional lessons using the Florida ELA Standards, the Florida Math Standards, and the Next Generation Science Standards. Students are assessed multiple times throughout the year for grade level proficiency. Students that have been identified to need Tier 2 and/or Tier 3 interventions are provided with extra support and differentiated instruction to help meet their needs so that they can become proficient in the core instruction. Teachers also use STEM activities during the school year. Project based learning is completed each nine week grading period using Defined STEM performance tasks and literacy tasks, which are aligned with the Florida State Standards. Students are interacting with technology daily, using real world activities to enhance learning.

II. Needs Assessment

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

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** In order to increase student achievement, teachers will utilize the literacy focused research based instructional practices gained from the District Professional Learning Community (DPLC) to ensure the development of rigorous standards based lesson plans and common assessments. (Division Priority #3: invest in human capital)

- G2.** Teachers will effectively implement differentiated small group standards based instruction in order to increase student achievement in reading. (Division Priority #1: Accelerate student performance)

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. In order to increase student achievement, teachers will utilize the literacy focused research based instructional practices gained from the District Professional Learning Community (DPLC) to ensure the development of rigorous standards based lesson plans and common assessments. (Division Priority #3: invest in human capital) **1a**

G095183

Targets Supported **1b**

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	48.0
FSA ELA Achievement	64.0
FSA Mathematics Achievement	75.0

Targeted Barriers to Achieving the Goal **3**

- Teachers have difficulties with planning collaboratively and effectively implementing strategies to provide standards-based instruction.
- Teachers have limited time to review lessons and common assessments to make adjustments to instruction before moving on.

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

- Provide professional development to review District PLC literacy initiatives and effectively implement strategies learned within reading lesson plans and instruction.
- Teachers are provided with a Professional Learning Community log with guiding questions to help with processing the lessons or data from assessments.

Plan to Monitor Progress Toward G1. **8**

Formative assessment data and lesson plans will be gathered and reviewed bi-weekly and sorted by grade level standards. Teachers will use the data to make instructional decisions. If the data shows that the assessment is not a strong measure for the Florida Standards, changes will occur before the next formative assessment.

Person Responsible

Rozene Frett Bowie

Schedule

Every 3 Weeks, from 8/14/2017 to 5/30/2018

Evidence of Completion

Data will be collected from formative assessments and used during data chats. Each teacher will have a chart for recording their class data that is accessible to the leadership team.

G2. Teachers will effectively implement differentiated small group standards based instruction in order to increase student achievement in reading. (Division Priority #1: Accelerate student performance) 1a

G095184

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
Math Gains	74.0
Math Lowest 25% Gains	64.0
ELA/Reading Lowest 25% Gains	48.0

Targeted Barriers to Achieving the Goal 3

- Teachers have limited understanding of the implementation of differentiated small group instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Teachers will be provided with ongoing professional development focused on standards-based differentiated small group instruction.
- Provide resources for standard based differentiated literacy centers.

Plan to Monitor Progress Toward G2. 8

Data will be collected through diagnostic tests and common assessments.

Person Responsible

Sandy Sauma

Schedule

Biweekly, from 8/29/2017 to 5/30/2018

Evidence of Completion

Observation ratings along with monitoring literacy center plans and common assessment data will be used as evidence to determine if progress is being made towards this goal.

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. In order to increase student achievement, teachers will utilize the literacy focused research based instructional practices gained from the District Professional Learning Community (DPLC) to ensure the development of rigorous standards based lesson plans and common assessments. (Division Priority #3: invest in human capital) **1**

 G095183

G1.B1 Teachers have difficulties with planning collaboratively and effectively implementing strategies to provide standards-based instruction. **2**

 B256172

G1.B1.S1 Professional Learning Committees will attend biweekly meetings with a grade level representative of the school's DLPC team and leadership team to provide support in the collaborative process and ensure that highly effective instructional strategies are implemented in literacy. **4**

 S270790

Strategy Rationale

Teachers will have a routine for planning and use district resources from District PLC to ensure lesson plans promote student achievement in literacy.

Action Step 1 **5**

Administrators and coaches will facilitate professional learning communities for lesson planning and/or data analysis.

Person Responsible

Sandy Sauma

Schedule

Biweekly, from 8/14/2017 to 5/30/2018

Evidence of Completion

Administrators and coaches will meet weekly to discuss the trends and/or needs to help improve future PLC meetings. Evidence of completion will be documented on the meeting agendas.

Action Step 2 5

Teachers will participate in professional development on aligning lesson plans with standards and district's reading initiatives.

Person Responsible

Sandy Sauma

Schedule

On 9/13/2017

Evidence of Completion

Completed lesson plans for the second nine weeks of school year aligned with district's reading initiatives.

Action Step 3 5

Leadership team conducts coaching observations.

Person Responsible

Sandy Sauma

Schedule

Weekly, from 8/21/2017 to 5/30/2018

Evidence of Completion

Coaching logs will be used as documentation for coaching observations.

Action Step 4 5

During weekly leadership meetings, the leadership team will identify priorities and coaching support for teachers.

Person Responsible

Rozene Frett Bowie

Schedule

Weekly, from 8/28/2017 to 5/30/2018

Evidence of Completion

Coaching logs will be used as documentation for coaching observations.

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

Teachers will complete PLC notes after each meeting.

Person Responsible

Rozene Frett Bowie

Schedule

Weekly, from 8/21/2017 to 5/30/2018

Evidence of Completion

The information documented on PLC meeting notes will help with accountability. It will also give information in areas of lesson planning concerns so that coaches can continue to model and facilitate standard based lesson planning.

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

As a result of standard based lesson planning, teachers will be monitored for effectiveness through the Instructional Framework.

Person Responsible

Sandy Sauma

Schedule

Every 3 Weeks, from 9/5/2017 to 5/18/2018

Evidence of Completion

Observation data will be collected to document the effectiveness of standard based lesson planning and instruction.

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

As a result of standard based lesson planning all students will be progress monitored through standards mastery assessments.

Person Responsible

Jill Pritz

Schedule

Monthly, from 9/11/2017 to 5/30/2018

Evidence of Completion

Common assessment data will be collected by grades and teacher.

G2. Teachers will effectively implement differentiated small group standards based instruction in order to increase student achievement in reading. (Division Priority #1: Accelerate student performance) **1**

 G095184

G2.B1 Teachers have limited understanding of the implementation of differentiated small group instruction.

2

 B256174

G2.B1.S1 Teachers will be provided with professional development focused on differentiated instruction during small group and literacy centers. **4**

 S270793

Strategy Rationale

Teachers will gain a better understanding of implementing specific strategies to implement during literacy centers to help increase student achievement.

Action Step 1 **5**

Teachers attend a professional development on differentiated literacy centers.

Person Responsible

Rozene Frett Bowie

Schedule

On 8/14/2017

Evidence of Completion

Professional Development Presentation, agenda, and sign-in sheet.

Action Step 2 **5**

Teachers will participate in job-embedded professional development regarding the inclusion of best practices and strategies from the Instructional Framework into their small group lesson plans.

Person Responsible

Rozene Frett Bowie

Schedule

Quarterly, from 8/21/2017 to 5/30/2018

Evidence of Completion

Agendas, sign in sheets, Professional Development Presentation, and handouts.

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

Assistant principal and coaches will attend the professional development, review training materials, and complete walk throughs with leadership team to ensure strategies are implemented with fidelity.

Person Responsible

Rozene Frett Bowie

Schedule

Monthly, from 8/21/2017 to 5/30/2018

Evidence of Completion

Sign in sheets with assistant principal included, professional development training materials, and observation feedback.

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

Literacy center plans will be monitored weekly to ensure the inclusion of differentiated small group and walk throughs will focus on small group reading instruction.

Person Responsible

Rozene Frett Bowie

Schedule

Every 3 Weeks, from 9/5/2017 to 5/30/2018

Evidence of Completion

Administrative feedback on literacy center plans and walk through observations.

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

Reading common assessments will be monitored to ensure the effectiveness of differentiated reading small group instruction.

Person Responsible

Sandy Sauma

Schedule

Weekly, from 8/21/2017 to 5/30/2018

Evidence of Completion

Feedback on standards-based reading assessments and review of student data from reading common assessments, and iReady.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B1.S1.A1  A362806	Teachers attend a professional development on differentiated literacy centers.	Frett Bowie, Rozene	8/14/2017	Professional Development Presentation, agenda, and sign-in sheet.	8/14/2017 one-time
G1.B1.S1.A2  A362797	Teachers will participate in professional development on aligning lesson plans with standards and...	Sauma, Sandy	9/13/2017	Completed lesson plans for the second nine weeks of school year aligned with district's reading initiatives.	9/13/2017 one-time
G1.B1.S1.MA1  M387675	As a result of standard based lesson planning, teachers will be monitored for effectiveness through...	Sauma, Sandy	9/5/2017	Observation data will be collected to document the effectiveness of standard based lesson planning and instruction.	5/18/2018 every-3-weeks
G1.MA1  M387678	Formative assessment data and lesson plans will be gathered and reviewed bi-weekly and sorted by...	Frett Bowie, Rozene	8/14/2017	Data will be collected from formative assessments and used during data chats. Each teacher will have a chart for recording their class data that is accessible to the leadership team.	5/30/2018 every-3-weeks
G2.MA1  M387682	Data will be collected through diagnostic tests and common assessments.	Sauma, Sandy	8/29/2017	Observation ratings along with monitoring literacy center plans and common assessment data will be used as evidence to determine if progress is being made towards this goal.	5/30/2018 biweekly
G1.B1.S1.MA3  M387676	As a result of standard based lesson planning all students will be progress monitored through...	Pritz, Jill	9/11/2017	Common assessment data will be collected by grades and teacher.	5/30/2018 monthly
G1.B1.S1.MA1  M387677	Teachers will complete PLC notes after each meeting.	Frett Bowie, Rozene	8/21/2017	The information documented on PLC meeting notes will help with accountability. It will also give information in areas of lesson planning concerns so that coaches can continue to model and facilitate standard based lesson planning.	5/30/2018 weekly
G1.B1.S1.A1  A362796	Administrators and coaches will facilitate professional learning communities for lesson planning...	Sauma, Sandy	8/14/2017	Administrators and coaches will meet weekly to discuss the trends and/or needs to help improve future PLC meetings. Evidence of completion will be documented on the meeting agendas.	5/30/2018 biweekly
G1.B1.S1.A3  A362798	Leadership team conducts coaching observations.	Sauma, Sandy	8/21/2017	Coaching logs will be used as documentation for coaching observations.	5/30/2018 weekly
G1.B1.S1.A4  A362799	During weekly leadership meetings, the leadership team will identify priorities and coaching...	Frett Bowie, Rozene	8/28/2017	Coaching logs will be used as documentation for coaching observations.	5/30/2018 weekly
G2.B1.S1.MA1  M387679	Literacy center plans will be monitored weekly to ensure the inclusion of differentiated small...	Frett Bowie, Rozene	9/5/2017	Administrative feedback on literacy center plans and walk through observations.	5/30/2018 every-3-weeks
G2.B1.S1.MA3  M387680	Reading common assessments will be monitored to ensure the effectiveness of differentiated reading...	Sauma, Sandy	8/21/2017	Feedback on standards-based reading assessments and review of student data from reading common assessments, and iReady.	5/30/2018 weekly
G2.B1.S1.MA1  M387681	Assistant principal and coaches will attend the professional development, review training...	Frett Bowie, Rozene	8/21/2017	Sign in sheets with assistant principal included, professional development training materials, and observation feedback.	5/30/2018 monthly
G2.B1.S1.A2  A362807	Teachers will participate in job-embedded professional development regarding the inclusion of best...	Frett Bowie, Rozene	8/21/2017	Agendas, sign in sheets, Professional Development Presentation, and handouts.	5/30/2018 quarterly

V. Professional Development Opportunities

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

G1. In order to increase student achievement, teachers will utilize the literacy focused research based instructional practices gained from the District Professional Learning Community (DPLC) to ensure the development of rigorous standards based lesson plans and common assessments. (Division Priority #3: invest in human capital)

G1.B1 Teachers have difficulties with planning collaboratively and effectively implementing strategies to provide standards-based instruction.

G1.B1.S1 Professional Learning Committees will attend biweekly meetings with a grade level representative of the school's DLPC team and leadership team to provide support in the collaborative process and ensure that highly effective instructional strategies are implemented in literacy.

PD Opportunity 1

Administrators and coaches will facilitate professional learning communities for lesson planning and/or data analysis.

Facilitator

Sandy Clark Sauma

Participants

LaJauna Harpe, Jill Pritz, Monica Davila, Licette Catania Nieves, Rozene Frett Bowie, G. Gelabert, L. Alma

Schedule

Biweekly, from 8/14/2017 to 5/30/2018

PD Opportunity 2

Teachers will participate in professional development on aligning lesson plans with standards and district's reading initiatives.

Facilitator

Rozene Frett Bowie

Participants

Any teachers pre-kindergarten through fifth grade can participate.

Schedule

On 9/13/2017

G2. Teachers will effectively implement differentiated small group standards based instruction in order to increase student achievement in reading. (Division Priority #1: Accelerate student performance)

G2.B1 Teachers have limited understanding of the implementation of differentiated small group instruction.

G2.B1.S1 Teachers will be provided with professional development focused on differentiated instruction during small group and literacy centers.

PD Opportunity 1

Teachers attend a professional development on differentiated literacy centers.

Facilitator

Assistant Principal, Math Coach, Reading Coach

Participants

Teachers pre-kindergarten through fifth grade.

Schedule

On 8/14/2017

PD Opportunity 2

Teachers will participate in job-embedded professional development regarding the inclusion of best practices and strategies from the Instructional Framework into their small group lesson plans.

Facilitator

Principal, Assistant Principal, Math Coach, Reading Coach, Science Coach, Curriculum Resource Coach

Participants

Teachers pre-kindergarten through fifth grade.

Schedule

Quarterly, from 8/21/2017 to 5/30/2018

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	Administrators and coaches will facilitate professional learning communities for lesson planning and/or data analysis.				\$0.00
2	G1.B1.S1.A2	Teachers will participate in professional development on aligning lesson plans with standards and district's reading initiatives.				\$12,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	1941 - Wetherbee Elementary	Title I, Part A		\$12,500.00
3	G1.B1.S1.A3	Leadership team conducts coaching observations.				\$0.00
4	G1.B1.S1.A4	During weekly leadership meetings, the leadership team will identify priorities and coaching support for teachers.				\$0.00
5	G2.B1.S1.A1	Teachers attend a professional development on differentiated literacy centers.				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	510-Supplies	1941 - Wetherbee Elementary	Other		\$500.00
6	G2.B1.S1.A2	Teachers will participate in job-embedded professional development regarding the inclusion of best practices and strategies from the Instructional Framework into their small group lesson plans.				\$0.00
Total:						\$13,000.00