

Orange County Public Schools

Wetherbee Elementary



2021-22 Schoolwide Improvement Plan

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Wetherbee Elementary

701 E WETHERBEE RD, Orlando, FL 32824

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

Demographics

Principal: John Williams S

Start Date for this Principal: 6/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	75%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (58%) 2017-18: B (57%) 2016-17: B (61%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Wetherbee Elementary

701 E WETHERBEE RD, Orlando, FL 32824

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

School Demographics

School Type and Grades Served (per MSID File)	2020-21 Title I School	2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	No	69%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	90%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

School Board Approval

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SIP Authority

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<https://www.floridacims.org>.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

With the support of families and the community, we create enriching and diverse pathways that lead our students to success

Provide the school's vision statement.

To ensure every student has a promising and successful future

School Leadership Team

Membership

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

Name	Position Title	Job Duties and Responsibilities
Logue, Kristy	Principal	The Principal (Kristy Logue): Sets the vision, mission and expectations for the school; oversees digital implementation, provides supervision of all instruction and accelerates the momentum by setting high expectations for the use and success of the MTSS process. She ensures the baseline outlook for the development of MTSS and the successful implementation of the process. The principal also ensures support and documentation to increase academic/behavioral instruction at the various tiers. In addition, the principal examines MTSS plans and activities with parents and stakeholders.
Alma, Lizette	Instructional Coach	The Reading Coach (Lizette Alma): Provides guidance on K-5 reading plans, analyzes data, participates in progress monitoring, assists teachers with data-based lesson planning, and supports tiered intervention plans. Assists in determining appropriate intervention and progress monitoring materials. Keeps an inventory of core curriculum and intervention materials. Coordinates all testing for the school.
Brown , Shanesa	Staffing Specialist	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, schedules follow-up meetings and invites participants to follow-up meeting(s). Also, she provides guidance on ESE strategies, analyzes data, participates in progress monitoring, and works with LY students.
Brinkman, Katie	Assistant Principal	The Assistant Principal (Katie Brinkman): Mrs. Brinkman will work with the principal to develop and facilitate school initiatives, monitor student achievement and instructional delivery of the standards, conduct coaching and evaluative observations, provide effective actionable feedback that promotes teacher growth and expertise, and facilitate discussions focused on progress monitoring data.
Mogerman, Kimberly	Math Coach	The Math and Science Coach (Kimberly Mogerman): Provides guidance on K-5 math and science plans, analyzes data, participates in progress monitoring, assists teachers with data-based lesson planning, and supports tiered intervention plans. Assists in determining appropriate intervention and progress monitoring materials. Keeps an inventory of core curriculum and intervention materials. Supports with all district and state testing for the school.
Switzer , Julie	Instructional Coach	The MTSS Coach (Julie Switzer): Provides guidance on K-5 reading and math intervention plans, analyzes data, participates in progress monitoring, assists teachers with data-based decisions, and supports tiered intervention plans. Provides coaching and training to colleagues on MTSS implementation. Supports teachers in identifying student needs and provides

Name	Position Title	Job Duties and Responsibilities
		appropriate interventions as needed. Works with students that are receiving Tier 3 services.
Aguiar, Maria	School Counselor	The Guidance Counselor (Maria Aguiar): Provides services to students on social and emotional goals and conducts group and individual counseling sessions to assist students. She completes assessments and tests as needed, analyzes results and provides appropriate plans for students. She also is on the Threat Assessment team.
Felix, Lymarie	ELL Compliance Specialist	The ESOL Curriculum Compliance Teacher (Mrs. Felix) : Monitors school for compliance with Florida State mandates, conducts and coordinates ELL Committee Meetings, conducts aural/oral language testing on students entering the school and follows-up on students needing the Reading/Writing assessment, assesses, evaluates, and monitors the individual progress of each student in the ESOL program and serves as the liaison for the Dual Language Program.

Demographic Information

Principal start date

Friday 6/1/2018, John Williams S

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

6

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

6

Total number of teacher positions allocated to the school

71

Total number of students enrolled at the school

1,065

Identify the number of instructional staff who left the school during the 2020-21 school year.

2

Identify the number of instructional staff who joined the school during the 2021-22 school year.

4

Demographic Data

Early Warning Systems

2021-22**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	64	165	196	165	177	193	0	0	0	0	0	0	0	960
Attendance below 90 percent	16	26	24	24	14	20	0	0	0	0	0	0	0	124
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	0	0	0	6	9	0	0	0	0	0	0	0	15
Course failure in Math	0	0	0	0	2	8	0	0	0	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	7	0	0	0	0	0	0	0	7
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

Date this data was collected or last updated

Sunday 7/25/2021

2020-21 - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	80	187	161	175	185	182	0	0	0	0	0	0	0	970
Attendance below 90 percent	12	13	13	12	17	10	0	0	0	0	0	0	0	77
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	7	8	4	0	0	0	0	0	0	0	19
Course failure in Math	0	0	0	2	8	6	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide ELA assessment	0	0	0	0	6	24	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	22	0	0	0	0	0	0	0	24

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	2	6	18	0	0	0	0	0	0	0	26

The number of students identified as retainees:

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

2020-21 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	80	187	161	175	185	182	0	0	0	0	0	0	0	970
Attendance below 90 percent	12	13	13	12	17	10	0	0	0	0	0	0	0	77
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	7	8	4	0	0	0	0	0	0	0	19
Course failure in Math	0	0	0	2	8	6	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide ELA assessment	0	0	0	0	6	24	0	0	0	0	0	0	0	30
Level 1 on 2019 statewide Math assessment	0	0	0	0	2	22	0	0	0	0	0	0	0	24

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	2	6	18	0	0	0	0	0	0	0	26

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis**School Data Review**

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

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				64%	57%	57%	62%	56%	56%
ELA Learning Gains				60%	58%	58%	59%	55%	55%
ELA Lowest 25th Percentile				45%	52%	53%	51%	48%	48%
Math Achievement				70%	63%	63%	67%	63%	62%
Math Learning Gains				67%	61%	62%	59%	57%	59%
Math Lowest 25th Percentile				39%	48%	51%	46%	46%	47%
Science Achievement				60%	56%	53%	54%	55%	55%

Grade Level Data Review - State Assessments

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	61%	55%	6%	58%	3%
Cohort Comparison						
04	2021					
	2019	60%	57%	3%	58%	2%
Cohort Comparison		-61%				
05	2021					
	2019	63%	54%	9%	56%	7%
Cohort Comparison		-60%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	67%	62%	5%	62%	5%
Cohort Comparison						
04	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	64%	63%	1%	64%	0%
Cohort Comparison		-67%				
05	2021					
	2019	68%	57%	11%	60%	8%
Cohort Comparison		-64%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	58%	54%	4%	53%	5%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The ELA and Math data for grades 1-5 was compiled from the iReady diagnostic tool. The diagnostic assessment was completed in ELA and Math three times a year. The 5th grade science data was pulled from the district Progress Monitoring Activity, which is also given 3 times a year to track progress in 5th grade science standards.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	77/42%	93/50%	115/61%
	Economically Disadvantaged	31/39%	35/43%	43/54%
	Students With Disabilities	2/20%	1/10%	4/36%
	English Language Learners	14/41%	13/32%	14/34%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	47/26%	78/42%	116/61%
	Economically Disadvantaged	20/25%	28/35%	48/59%
	Students With Disabilities	1/10%	1/10%	5/45%
	English Language Learners	15/41%	13/32%	14/33%

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35/23%	53/34%	67/43%
	Economically Disadvantaged	13/18%	20/28%	25/34%
	Students With Disabilities	1/17%	0/0%	2/33%
	English Language Learners	11/15%	19/26%	20/28%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	17/11%	35/22%	54/34%
	Economically Disadvantaged	6/8%	13/18%	19/26%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	7/10%	15/21%	20/27%
Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	51/33%	69/43%	90/56%
	Economically Disadvantaged	25/33%	33/43%	39/51%
	Students With Disabilities	0/0%	1/8%	0/0%
	English Language Learners	10/18%	16/27%	23/39%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	12/8%	32/20%	78/48%
	Economically Disadvantaged	5/7%	13/17%	33/42%
	Students With Disabilities	0/0%	0/0%	2/17%
	English Language Learners	4/7%	8/13%	21/35%

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	43/24%	64/35%	74/40%
	Economically Disadvantaged	12/15%	19/24%	23/28%
	Students With Disabilities	0/0%	0/0%	1/6%
	English Language Learners	16/22%	20/28%	13/21%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	11/6%	47/25%	83/44%
	Economically Disadvantaged	3/4%	9/11%	24/29%
	Students With Disabilities	0/0%	0/0%	1/18%
	English Language Learners	2/3%	15/21%	32/43%
Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31/18%	46/26%	57/34%
	Economically Disadvantaged	15/17%	19/22%	23/28%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	7/11%	14/22%	13/21%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	15/9%	44/25%	83/48%
	Economically Disadvantaged	6/7%	9/11%	30/34%
	Students With Disabilities	0/0%	0/0%	0/0%
	English Language Learners	4/6%	15/21%	25/38%
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	121/70%	119/70%	129/74%
	Economically Disadvantaged	48/63%	48/63%	51/67%
	Students With Disabilities	0/0%	2/18%	2/18%
	English Language Learners	45/67%	38/59%	42/65%

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	9	17	18	17	33	30					
ELL	58	60	60	66	69	59	61				
ASN	74	54		79	62		93				
BLK	57	47		52	53		41				
HSP	69	69	56	69	66	56	71				
WHT	75			78			67				
FRL	60	51	15	63	56	38	60				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	15	36	27	19	7						
ELL	58	63	51	66	64	48	52				
ASN	91	80		88	80						
BLK	45	45	33	66	67	46	48				
HSP	65	61	47	68	67	41	61				
WHT	67	71		77	68		56				
FRL	59	61	48	64	67	37	61				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	11	42	40	17	48	48	11				
ELL	47	56	56	54	55	56	34				
ASN	79	68		89	79		73				
BLK	51	47	57	64	63	42	45				
HSP	63	59	51	65	56	46	53				
WHT	69	68		74	68		67				
FRL	62	59	51	67	59	46	54				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	488

ESSA Federal Index	
Total Components for the Federal Index	8
Percent Tested	92%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	21
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	61
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	69
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	50
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	64
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	73
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

All grade level data has shown increases based on ELA FSA scores in both proficiency, learning gains and 4th grade showed increases in lowest quartile as well. Science data has continued to increase over the past three years. The SWD subgroup did not make adequate growth and this has been a trend for two years.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The data components that showed the greatest need for improvement during the 2018-2019 and 2020-2021 school year at Wetherbee were the lowest quartile Learning Gains for ELA and Math.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The contributing factor was a strong focus on standard-based Tier 1 instruction to ensure solid core instruction. Small group instruction was very difficult during LaunchED and Virtual classes. New actions will include structured small groups using instructional focus calendars with progress monitoring tools.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

The data component that showed the most improvement during the 2018-2019 and the 2020-2021 school year was Science and ELA.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Contributing factors for this increase included focusing on structured collaborative planning time deconstructing standards, as well as determining the most effective delivery strategies. Data meetings were held to discuss standard based assessment data, which was used to make instructional decisions. New actions will include implementation for instructional focus calendars to embed reteaching, acceleration and hands on learning.

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning this year we will need to develop a system for monitoring of core instruction and making adjustments based on the outcomes of that monitoring. Teachers will be implementing frontloading materials and increasing exposure to vocabulary. Additionally we will need to implement specific plans for tiered interventions/enrichments, after school tutoring programs, and daily student access to high-quality grade level materials.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

The following professional development opportunities will offered to teachers and staff throughout the year: standard based instruction, effective small group instruction, using data to make instructional decisions, front loading information, and vocabulary.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

This year will be adding enrichment time where students will have individual goals to meet. Leadership members will be pushing into classes to ensure all students are being offered small group instruction. Also, we will be adding a more rigorous tutoring program/clubs that will focus on acceleration and challenging all students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: The Math lowest quartile showed the second lowest performance with a 9% increase from the the previous year. Wetherbee's Math lowest quartile only showed a 9% increase due to a strong focus on Tier 1 instruction.

Measurable Outcome: Wetherbee plans to achieve 50% in Math lowest quartile learning gains on the Florida Standards Assessment, which is a 2% increase. In addition, Wetherbee is going to focus on increasing Math proficiency to 70% which will be a 1% increase.

Monitoring: This area of focus will be monitored weekly through instructional focus walks conducted by school-based coaches and administration. Additionally, student achievement data will be monitored at regular school-based data meetings using iReady and common assessments.

Person responsible for monitoring outcome: Kimberly Mogerman (kimberly.mogerman@ocps.net)

Evidence-based Strategy: Teachers will effectively implement small group instruction focused on student deficiencies for the lowest quartile based on diagnostic and common assessments to increase student achievement.

Rationale for Evidence-based Strategy: This strategy was selected to ensure student deficiencies are addressed during intervention and small group instruction in order to close the achievement gap.

Action Steps to Implement

Utilize a structured format using instructional focus calendars (IFCs) to continue standard based instruction while incorporating acceleration. (Starting 8/10/21)

Person Responsible Kimberly Mogerman (kimberly.mogerman@ocps.net)

Provide small group instruction daily to support the lowest quartile and focus on their areas of deficiency. (Starting 8/10/21)

Person Responsible Kristy Logue (kristy.logue@ocps.net)

Increased emphasis on math fluency through the implementation of Reflex Math weekly. (Starting 8/10/21)

Person Responsible Kimberly Mogerman (kimberly.mogerman@ocps.net)

Provide after school tutoring for students falling in the lowest quartile for Math. (Starting 8/10/21)

Person Responsible Kimberly Mogerman (kimberly.mogerman@ocps.net)

Teachers will implement culturally responsive learning experiences daily for all students as well as, incorporate social emotional learning. (Starting 8/10/21)

Person Responsible Kristy Logue (kristy.logue@ocps.net)

#2. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale:	The ELA lowest quartile showed the lowest performance with a 1% increase (46%) from the the previous year. Wetherbee's ELA lowest quartile only showed a 1% increase due to a strong focus on Tier 1 instruction.
Measurable Outcome:	Wetherbee plans to achieve 50% in ELA lowest quartile learning gains on the Florida Standards Assessment, which is a 4% increase. In addition, Wetherbee is going to focus on increasing ELA proficiency to 70% which will be a 1% increase.
Monitoring:	This area of focus will be monitored weekly through instructional focus walks conducted by school-based coaches and administration. Additionally, student achievement data will be monitored at regular school-based data meetings using iReady and common assessments.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Teachers will effectively implement intervention groups and small group instruction focused on student deficiencies for the lowest quartile based on the prior years Florida Standard Assessment, in order to increase student achievement. Teachers will incorporate appropriate resources, text-based questioning, text- based writing and other District Professional Learning Community (DPLC) strategies.
Rationale for Evidence-based Strategy:	These strategies was selected to ensure student deficiencies are met during intervention and small group instruction. By providing appropriate resources that are aligned to the students needs, using strategies learned through district professional development and supporting teachers with implementation, we will see an increase in the achievement of these students.

Action Steps to Implement

Utilize a consistent framework for intervention and small group instruction, including appropriately aligned resources. (Starting 8/10/21 daily)

Person Responsible Lizette Alma (lizette.alma@ocps.net)

Provide Tier 3 interventions to support lowest quartile and target areas of deficiencies, including foundational skills across all grade levels. (Starting 8/10/21 daily)

Person Responsible Julie Switzer (julie.swizer@ocps.net)

Increase emphasis on Accelerated Reader program daily. (Starting 8/10/21 daily)

Person Responsible Kristin Thomas (kristin.thomas@ocps.net)

Provide after school tutoring for students falling in the lowest quartile for ELA. (Starting 9/7/21 daily)

Person Responsible Lizette Alma (lizette.alma@ocps.net)

In response to ESSA outcomes regarding students with learning disabilities, teachers of students with disabilities will provide targeted lessons aligned to areas of need. (Starting 8/10/21 daily)

Person Responsible [no one identified]

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

Area of Focus Description and Rationale:	Build and establish a culture for social and emotional learning at our school with adults and students. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By ensuring that our school has a culture for social and emotional learning, we will address the following school needs: increasing the lowest 25% in reading and math and increasing daily average attendance.
Measurable Outcome:	By building and establishing a culture for social and emotional learning, we will increase the lowest quartile in Math and ELA, and increase the daily average of attendance to 90%. In addition, Wetherbee will see an increase on the Panorama Student survey.
Monitoring:	Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of the Culture and Climate continuum, needs assessments, classroom observations, school environment observations, and implementation surveys. We will modify our plan of action as indicated by data, student needs, staff needs, and family needs.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy:	Use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students. Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, and school environment observations. We will modify our plan of action as indicated by data, student needs, and adult needs.
Rationale for Evidence-based Strategy:	In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the team dynamics necessary to collectively support positive organizational improvement and change. Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

Action Steps to Implement

Build a schedule to ensure a thirty minute block of time is set aside each week for SEL lessons. (Starting 8/10/21)

Person Responsible Katie Brinkman (katie.brinkman@ocps.net)

Provide professional development to teachers on the connections between social and emotional learning and instructional strategies. (Starting 8/10/21)

Person Responsible Katie Brinkman (katie.brinkman@ocps.net)

Actively work with and support teachers on SEL strategies to support a positive school climate and culture by teaching SEL lessons using the Harmony curriculum in kindergarten through fifth grade. (Starting 8/10/21)

Person Responsible Katie Brinkman (katie.brinkman@ocps.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

No incidents were reported for the 2019 - 2020 school year.

Part IV: Positive Culture & Environment

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

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

Describe how the school addresses building a positive school culture and environment.

Wetherbee Elementary will implement the District Professional Learning Community initiative which focuses on Social and Emotional Learning (SEL) strategies to support relationship-building, problem-solving and respect in order to improve the learning environment and increase student achievement. These strategies will be utilized in all content areas and collaborative planning time will be used to address their implementation. Meetings will be held to analyze standard based assessment data as well as qualitative data to assist teachers in making instructional decisions and improve their learning environments.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Creating a positive school culture through collaborative efforts among staff, parents and students is key to increasing academic growth for students. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. By incorporating parents as partners in their children's education as well as increase the opportunities for all stakeholders to better communicate, the school will produce the positive environment needed to foster learning. Parents and community members are invited to join ADDitions, PTO and SAC. Students are encouraged to participate in opportunities that will facilitate the development of enjoyment in the school process, leadership skills and ownership of the school community. Our School

Based Leadership Team and Partners in Ed Coordinator works to make connections to services available in the community to support school initiatives and student needs in both academic and social/emotional needs

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Math				\$56,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3374	500-Materials and Supplies	1941 - Wetherbee Elementary	General Fund		\$500.00
			<i>Notes: Instructional materials will be used to focus on targeted math instruction for all students in both standards and foundational skills. Resources will be used to reteach standards that students did not master on unit assessments. (i-Ready workbooks)</i>			
	6000	100-Salaries	1941 - Wetherbee Elementary	General Fund		\$56,000.00
			<i>Notes: A math coach has been hired to support teachers in planning, analyzing common assessments and iReady data and determining which standards need to be retaught. The math coach will also work with students in the lowest 25% focusing on reteaching standards that were not mastered.</i>			
2	III.A.	Areas of Focus: Instructional Practice: ELA				\$6,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	3373	500-Materials and Supplies	1941 - Wetherbee Elementary	General Fund		\$2,000.00
			<i>Notes: Instructional materials will be used to focus on effective ELA intervention that is targeted on foundational skills. ELA interventions will take place daily for students in the lowest 25%. (SIPPs)</i>			
	3374	500-Materials and Supplies	1941 - Wetherbee Elementary	General Fund		\$4,500.00
			<i>Notes: Instructional materials will be used to focus on targeted reading instruction to all students in both standards and foundational skills. Resources will be used to reteach standards that students did not master on unit assessments. (i-Ready Workbooks)</i>			
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400	140-Substitute Teachers	1941 - Wetherbee Elementary	General Fund		\$2,000.00
			<i>Notes: Professional Development coverage</i>			
Total:						\$65,000.00