

St. Lucie Public Schools

# Weatherbee Elementary School



2022-23 Schoolwide Improvement Plan

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# Weatherbee Elementary School

800 E WEATHERBEE RD, Fort Pierce, FL 34982

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

## Demographics

**Principal: Angela Patton**

Start Date for this Principal: 8/24/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	94%
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2021-22: C (43%) 2018-19: C (52%) 2017-18: B (61%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southeast
<b>Regional Executive Director</b>	<a href="#">LaShawn Russ-Porterfield</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan was approved by the St. Lucie County School Board on 10/11/2022.

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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# Weatherbee Elementary School

800 E WEATHERBEE RD, Fort Pierce, FL 34982

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

## School Demographics

<p><b>School Type and Grades Served</b> (per MSID File)</p> <p style="text-align: center;">Elementary School PK-5</p>	<p><b>2021-22 Title I School</b></p> <p style="text-align: center;">Yes</p>	<p><b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)</p> <p style="text-align: center;">94%</p>
<p><b>Primary Service Type</b> (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p><b>Charter School</b></p> <p style="text-align: center;">No</p>	<p><b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">85%</p>

## School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		C	C

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## SIP Authority

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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>.

## Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

**Provide the school's mission statement.**

The Mission of Weatherbee Elementary School is to encourage and ensure success for every child in a nurturing, motivating, and safe environment.

**Provide the school's vision statement.**

We at Weatherbee Elementary believe that maximum educational growth is achieved with the school, family, and community working together to meet the needs of each child.

### School Leadership Team

**Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Nigro, Kelly	Principal	
Fess, Cassandra	Assistant Principal	
Bunnell, Erin	Math Coach	
Keresteci, Deniz	Instructional Coach	
Buhrman, Stacey	Teacher, ESE	
Diaz, Felicia	Other	
Soliman, Michaelle	School Counselor	
O'Hara, Barbara	School Counselor	

### Demographic Information

**Principal start date**

Wednesday 8/24/2022, Angela Patton

**Number of teachers with a 2022 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.*

2

**Number of teachers with a 2022 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.*

14

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

39

**Total number of students enrolled at the school**

693

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

10

Identify the number of instructional staff who joined the school during the 2022-23 school year.

14

**Demographic Data**

**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	124	111	115	97	91	121	0	0	0	0	0	0	0	659
Attendance below 90 percent	65	49	42	33	30	46	0	0	0	0	0	0	0	265
One or more suspensions	4	4	5	1	11	18	0	0	0	0	0	0	0	43
Course failure in ELA	0	0	0	0	1	9	0	0	0	0	0	0	0	10
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	41	45	0	0	0	0	0	0	0	86
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	23	40	61	0	0	0	0	0	0	124
Number of students with a substantial reading deficiency	0	8	19	16	22	21	0	0	0	0	0	0	0	86

Using the table above, complete the table below with the number of students by current grade level who have 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	1	7	13	21	47	59	0	0	0	0	0	0	0	148

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	0	0	13	0	0	0	0	0	0	0	0	0	15
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

Wednesday 8/24/2022

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



Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	123	113	114	103	88	129	0	0	0	0	0	0	0	670
Attendance below 90 percent	0	9	45	38	48	50	0	0	0	0	0	0	0	190
One or more suspensions	0	0	0	4	3	9	0	0	0	0	0	0	0	16
Course failure in ELA	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Course failure in Math	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	16	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	13	0	0	0	0	0	0	0	14
Number of students with a substantial reading deficiency	0	0	0	50	40	60	0	0	0	0	0	0	0	150

**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	0	0	0	0	0	0	0	0	0	0

**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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	123	113	114	103	88	129	0	0	0	0	0	0	0	670
Attendance below 90 percent	0	9	45	38	48	50	0	0	0	0	0	0	0	190
One or more suspensions	0	0	0	4	3	9	0	0	0	0	0	0	0	16
Course failure in ELA	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Course failure in Math	0	0	0	0	0	5	0	0	0	0	0	0	0	5
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	16	0	0	0	0	0	0	0	16
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	1	13	0	0	0	0	0	0	0	14
Number of students with a substantial reading deficiency	0	0	0	50	40	60	0	0	0	0	0	0	0	150

**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	0	0	0	0	0	0	0	0	0	0

**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	0
Students retained two or more times	0	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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	39%	46%	56%				45%	50%	57%
ELA Learning Gains	49%						60%	55%	58%
ELA Lowest 25th Percentile	47%						64%	54%	53%
Math Achievement	35%	43%	50%				45%	53%	63%
Math Learning Gains	45%						55%	50%	62%
Math Lowest 25th Percentile	63%						47%	42%	51%
Science Achievement	24%	50%	59%				51%	46%	53%

**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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	33%	50%	-17%	58%	-25%
Cohort Comparison		0%				
04	2022					
	2019	39%	51%	-12%	58%	-19%
Cohort Comparison		-33%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	52%	48%	4%	56%	-4%
Cohort Comparison		-39%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	31%	55%	-24%	62%	-31%
Cohort Comparison		0%				
04	2022					
	2019	45%	54%	-9%	64%	-19%
Cohort Comparison		-31%				
05	2022					
	2019	49%	47%	2%	60%	-11%
Cohort Comparison		-45%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	48%	46%	2%	53%	-5%
Cohort Comparison						

**Subgroup Data Review**

2022 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 2020-21	C & C Accel 2020-21
SWD	21	37	38	30	46	87	19				
ELL	37	51	50	35	42	47	17				
BLK	29	43	56	31	51	67	22				
HSP	42	55	48	36	43	65	22				
WHT	50	48		37	39		29				
FRL	39	49	47	34	47	63	26				

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	13	32	46	15	42	50	28				
ELL	25	50	67	30	48	56	28				
BLK	22	41	45	22	25		29				
HSP	33	58	67	37	60	67	40				
WHT	41	63		39	44		32				
FRL	32	52	59	33	45	45	35				

  

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	33	55		50	50		50				
ELL	39	59	68	42	55	56	44				
BLK	30	56	63	36	51	42	48				
HSP	49	61	57	50	59	53	50				
WHT	64	71		55	52		58				
FRL	41	58	58	43	54	43	49				

**ESSA Data Review**

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	45
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	57
Total Points Earned for the Federal Index	359
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	45
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	41
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

## Part III: Planning for Improvement

### 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?

There has been a significant decline in ELA proficiency from one year as a school to the next. When diving deeper, the decline was mainly with our 5th grade students. There was also a decline in achievement overall in ELA for students who achieved a learning gain as well as for our bottom 25% students. This is also occurring with our Students with Disabilities, as they were only at 40% proficiency. This is critical, as it also translated into a significant decline in our 5th grade science proficiency.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

The largest area of need at WBE is focusing on our ELA proficiency across all grade levels. Focusing on increasing our percentage of proficient students, as well as helping our lower performing students make significant learning gains in the area of ELA will help students make academic gains across all subjects.

#### 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 factors are that the students have experienced significant learning loss over the past couple of years. This is coupled with Covid and virtual learning, and schools facing obstacles with student attendance and the need to move to online learning. Now that students are back on campus full time and are able to access education materials appropriately, the Tier 1 fidelity of implementing the curriculum can be monitored, so that appropriate interventions at the Tier 2 and Tier 3 level can be provided to identified students. Added interventionists to help support the MTSS process will help to ensure the high number of students needing interventions at the Tier 2 and Tier 3 are supported. Active monitoring of the Tier 1 instruction and implementation and providing coaching support to identified teachers will also be critical in ensuring students are receiving a robust academic experience in all subject areas.

#### What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Learning gains of the bottom quartile students showed a significant improvement in the area of Math. This has a direct correlation to the work that was identified in our 2022 SIP plan, that identified learning gains in math as an Area of Focus.

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

We focused our 2022 SIP on the area of Math for improvement. Learning gains across grade levels, specifically with our bottom quartile students were identified as an area of need. Small group instruction with differentiated lessons were identified in each class, as well as students who were identified to have additional small group instruction during resource. Students were given fluency practice with math facts.

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

Strategies to be implemented are active monitoring of the ELA block for fidelity of the instruction at the Tier 1 level. This will be done with weekly Literacy Walks in identified grade levels, and then discussing the needs of the grade levels and making an action plan at monthly Literacy Team Meetings. There will also be monthly MTSS meetings to discuss specific students receiving Tier 2 and Tier 3 interventions and their progress within those interventions. This will ensure that students are receiving the appropriate intervention for their needs, as well as ensure they are moving through the PST process in a timely manner. Students will be identified for targeted small group instruction with the ELA Coach throughout the school year. Tutoring will also be provided after school focusing on ELA from December-May.

**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.**

Professional Development will be provided to teachers in the following areas:

- Benchmark Advance ELA and writing curriculum
- Tier 2 intervention programs for identified teachers (LLI, Reading Horizons, Foundations etc).
- i-Ready data analysis training
- Tutoring program resources training
- Small group differentiated instruction training

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

Additional services will be provided on an ongoing basis as needed.

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to ELA**

**Area of Focus**

**Description and**

**Rationale:**

**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

ELA is identified as an area of need due to the low proficiency scores that the school received for the 2022 FSA scores being low compared to previous years. The scores in 5th grade were extremely low (30%). Students with Disabilities also are an area of focus as they are only at 40% proficiency.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

The school ELA proficiency on the 2022 FSA was 39%. This was an increase from previous year, but we saw a significant drop in ELA scores in 5th grade. There is a need to ensure appropriate implementation of grade level curriculum to ensure students are closing the gap that was created due to Covid. We would like to see an increase in this score to 45%.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

We will monitor district unit assessment progress, as well as the progress on PM 1, 2,3 and i-ready diagnostic. We will also create a robust plan for remediation through small group instruction and monitoring of student learning.

**Person responsible for monitoring outcome:**

Kelly Nigro (kelly.nigro@stlucieschools.org)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Implementation of Tier 1 curriculum with fidelity and active monitoring by coaches and administration.  
Plan for reteach and small group instruction based on unit assessment data designed and created during collaborative grade level planning.  
Monitoring of proficiency of students on unit assessments and state assessments for increases in proficiency and a plan for reteach for those who are not proficient or showing learning gains consistently.

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

These strategies ensure that we are looking at all areas of ELA from lesson planning to the outcomes achieved by students and the identified need for reteach and differentiation (small group).

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monitoring of lesson development and planning.

Monitoring of assessment data to plan for remediation

**Person Responsible**

Kelly Nigro (kelly.nigro@stlucieschools.org)



## #2. Positive Culture and Environment specifically relating to Behavior Management

### Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

There was an increase in student referrals in the 2021-2022 school year. This was due to poor classroom management skills among teachers.

### Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

We would like to see a decrease in referrals by 10%.

### Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

We will meet monthly to discuss discipline data and target teachers who need additional support. We have also identified iSucceed students and will monitor their data on a monthly basis.

### Person responsible for monitoring outcome:

Cassandra Fess (cassandra.fess@stlucieschools.org)

### Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Continued PD for classroom management, relationship building, and culture based on teachers who show a high level of referrals. Consistent monitoring of classroom management plans for implementation with fidelity.

### Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Ensuring teachers have the strategies needed to implement appropriate classroom management skills will ensure that teachers can teach effectively.

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Monthly discipline data meetings to identify areas of concern and develop plan for support.

### Person Responsible

Felicia Diaz (felicia.diaz@stlucieschools.org)

## RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

**Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

**Grades K-2: Instructional Practice specifically relating to Reading/ELA**

Ensuring teachers are trained appropriately on the Benchmark Advance curriculum and that they plan appropriately for lessons and identify Check for Understandings that will be utilized to monitor student success. This will improve literacy as it will ensure we are teaching lessons with fidelity, support new teachers in lesson implementation, and develop a plan for students who are not successful on CFU's.

**Grades 3-5: Instructional Practice specifically relating to Reading/ELA**

Ensuring teachers are trained appropriately on the Benchmark Advance curriculum and that they plan appropriately for lessons and identify Check for Understandings that will be utilized to monitor student success. This will improve literacy as it will ensure we are teaching lessons with fidelity, support new teachers in lesson implementation, and develop a plan for students who are not successful on CFU's.

**Measurable Outcomes:**

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

**Grades K-2: Measureable Outcome(s)**

Monitor progress on unit assessments to determine areas of need for reteach and small group instruction.

**Grades 3-5: Measureable Outcome(s)**

Monitor progress on unit assessments to determine areas of need for reteach and small group instruction.

**Monitoring:**

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The unit assessments will be monitored in weekly data chats with teachers, ELA coach, and administration. This ongoing monitoring will culminate in our PM3 where we can compare data from the first two PM assessments to see appropriate growth or lack thereof of students in each grade level.

**Person responsible for monitoring outcome:**

Select the person responsible for monitoring this outcome.

Nigro, Kelly, kelly.nigro@stlucieschools.org

**Evidence-based Practices/Programs:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Benchmark Advance in all ELA classes

LLI, Reading Horizons and Foundations at the Tier 2 and 3 level for identified students.

**Rationale for Evidence-based Practices/Programs:**

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

The Benchmark Advance curriculum is aligned to the BEST standards.

**Action Steps to Implement:**

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy Walks weekly in identified classrooms.	Keresteci, Deniz, deniz.keresteci@stlucieschools.org
Weekly data chats to discuss proficiency on district unit assessments and check for understandings.	Nigro, Kelly, kelly.nigro@stlucieschools.org
Coaching cycle with literacy coach for identified teachers	Keresteci, Deniz, deniz.keresteci@stlucieschools.org

### 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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

Weatherbee promotes a positive culture and climate by having a strong focus on our PBIS program for students to earn positive incentives at the class, grade level, and school levels. We promote our SAIL expectations to ensure students are always ready for learning. We have a multi tiered system of support for identified students who are not successful at the Tier 1 level. We have monthly Student of the Month ceremonies based on character education monthly traits. Students are celebrated in this ceremony, and parents and community members are invited to attend.

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

Teachers and staff uphold our schoolwide expectations throughout the school and classroom setting. Administration supports the implementation of the PBIS program  
Community members support our PTO as well as our SAC and student of the month initiatives.