

St. Lucie Public Schools

Weatherbee Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Weatherbee Elementary School

800 E WEATHERBEE RD, Fort Pierce, FL 34982

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

School Board Approval

This plan was approved by the St. Lucie County School Board on 10/10/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Patton, Angela	Principal	Oversees daily operations to ensure the safety and academic success of all stakeholders, oversees school operating budget, plans for continuous improvements related to school culture and developing strong community support. Serves as Chair of the Leadership Team, determines roles and responsibilities of all other members, creates the agenda, facilitates meetings and decision making, monitors to ensure members serve as instructional leaders, conducts classroom walkthroughs and observations, provides timely and purposeful feedback to improve instructional practices and increase student achievement, provides Professional learning opportunities and obtains support from district departments as needed.
Fess, Cassandra	Assistant Principal	Monitor for quality instruction, support Collaborative Planning, monitor Achievement Data, monitor student attendance, conduct and provide actionable feedback classroom walk-throughs, informal, and formal observations; ensure that the campus is safe, facilitate professional learning opportunities, provide support and resources to new teachers, oversee state testing/progress monitoring and provide required training and assessment schedules, collaborate and communicate with parents and stake-holders,
Buhrman, Stacey	Other	Serves as ESE Specialist, facilitates IEP meetings, oversees ESE schedules, monitors student service programs and works closely with district-level team to ensure all student needs and accommodations are being met with fidelity as outlined in their Individualized Education Plans.
Keresteci, Deniz	Instructional Coach	To coordinate, promote and provide focus on better reading comprehension among all students. To promote reading development opportunities for all students, teachers, parents and the community to foster a more effective instructional climate. To promote expanded learning enhancement opportunities for students through the regular instructional program. To demonstrate, model and coach in the use of learning strategies with teachers and students. To conduct reading workshops for parents and others demonstrating effective at-home practices to assist students and to provide resources for materials for parents to use at home. To promote the utilization of interdisciplinary units, which emphasize higher level thinking and reasoning skills. To share with fellow faculty members current research regarding effective teaching strategies for reading instruction. To meet on a regular basis with the district reading specialist to receive current information and to share effective techniques. To review FAST reading scores to identify students needing special intervention. To work with identified students in order to recognize factors contributing to diminished progress.
Bunnell, Erin	Instructional Coach	To coordinate and implement high quality math instruction for all students. To observe, provide feedback and identify next steps to improve instruction in core mathematics classrooms for the purpose of support and not evaluation. To demonstrate, model and coach in the use of high yield learning strategies with teachers and students to enhance instructional delivery in the classroom based on the framework for quality instruction for

Name	Position Title	Job Duties and Responsibilities
		the Florida academic standards. To participate in collaborative learning and planning for lesson design with high quality math curriculum. To support teachers with effective parent communication and family involvement. To communicate a belief in all students' abilities to be successful in mathematics. To facilitate relevant professional learning to improve teachers' instructional practices to include current research regarding high yield strategies for math instruction. To participate in district-sponsored activities that include professional development designed to enhance the coaching model and teacher support and attend regular coach meetings. To analyze student data, identify trends, develop action plans, and support teachers in differentiated instruction and intervention.
O'Hara, Barbara	School Counselor	To assist in the needs of the students in growth and development - social, academic, physical, emotional and behavioral. Serves as a consultant to the student, teacher and parents, and provides leadership and organization to all guidance activities within the school. To maintain and promptly submit accurate, complete, and correct records as required by law, District policy, and administrative regulations. To coordinate with ESE personnel referrals for services. To provide counseling to meet individual and group needs. To provide guidance activities within the classroom.
Soliman, Michaelle	School Counselor	To assist in the needs of the students in growth and development - social, academic, physical, emotional and behavioral. Serves as a consultant to the student, teacher and parents, and provides leadership and organization to all guidance activities within the school. To maintain and promptly submit accurate, complete, and correct records as required by law, District policy, and administrative regulations. To coordinate with ESE personnel referrals for services. To provide counseling to meet individual and group needs. To provide guidance activities within the classroom.
Barnhart, Sandy	Other	Assists with school discipline needs across all grade levels. Works closely with school administration to improve overall discipline and implementation of PBIS. Provides classroom management support as needed. Serves as school Professional Development liason.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The principal met with all staff to review data and identify areas of need based on last year's PM3 data as well as proficiency data trends. Principal met with the leadership team to conduct a needs assessment and create a plan for improvement. Goals and action plan were shared with the School Advisory Council and input solicited.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

Progress towards the SIP goals will be monitored during weekly 3-5 data chats, SAC and leadership team meetings. iReady, PM1, PM2, and District Assessment data will be used to monitor proficiency. Once more information is available, the leadership team will work with 3-5 teachers to determine the number of points each student will need in order to show learning gains on PM3. Adjustments to supports will be made quarterly if adequate progress is not evident based on the data. Adequate progress will be determined by the team and an additional needs assessment will be conducted if necessary. After the second FAST (PM2) the principal will share data with the school staff as well as SAC to compare proficiency increases from PM1 to PM2.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	85%
2022-23 Economically Disadvantaged (FRL) Rate	94%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: B

School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	11	43	49	44	31	18	0	0	0	196	
One or more suspensions	0	3	3	1	4	5	0	0	0	16	
Course failure in English Language Arts (ELA)	1	28	41	28	0	0	0	0	0	98	
Course failure in Math	2	16	27	25	0	0	0	0	0	70	
Level 1 on statewide ELA assessment	4	40	11	18	47	36	0	0	0	156	
Level 1 on statewide Math assessment	4	63	54	52	32	30	0	0	0	235	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	9	27	36	54	32	43	1	0	0	202	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	5	63	61	72	49	41	0	0	0	291

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	5	3	6	16	0	0	0	0	0	30
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	65	49	42	33	30	46	0	0	0	265	
One or more suspensions	4	4	5	1	11	18	0	0	0	43	
Course failure in ELA	0	0	0	0	1	9	0	0	0	10	
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	41	45	0	0	0	86	
Level 1 on statewide Math assessment	0	0	0	0	23	40	61	0	0	124	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	8	19	16	22	21	0	0	0	86	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	7	13	21	47	59	0	0	0	148

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	0	0	13	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	65	49	42	33	30	46	0	0	0	265	
One or more suspensions	4	4	5	1	11	18	0	0	0	43	
Course failure in ELA	0	0	0	0	1	9	0	0	0	10	
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	41	45	0	0	0	86	
Level 1 on statewide Math assessment	0	0	0	0	23	40	61	0	0	124	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	8	19	16	22	21	0	0	0	86	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	1	7	13	21	47	59	0	0	0	148

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	2	0	0	13	0	0	0	0	0	15
Students retained two or more times	0	0	0	0	0	0	0	0	0	

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	28	44	53	39	46	56	32		
ELA Learning Gains				49			54		
ELA Lowest 25th Percentile				47			58		
Math Achievement*	34	52	59	35	43	50	33		
Math Learning Gains				45			48		
Math Lowest 25th Percentile				63			50		
Science Achievement*	30	49	54	24	50	59	37		
Social Studies Achievement*					59	64			
Middle School Acceleration					52	52			
Graduation Rate					42	50			
College and Career Acceleration						80			
ELP Progress	53	58	59	57			45		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	34
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	171
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	359
Total Components for the Federal Index	8
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	24	Yes	2	1
ELL	27	Yes	1	1
AMI				
ASN				
BLK	32	Yes	1	
HSP	35	Yes	1	
MUL				
PAC				
WHT	35	Yes	1	

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	34	Yes	1	

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	40	Yes	1	
ELL	42			
AMI				
ASN				
BLK	45			
HSP	46			
MUL				
PAC				
WHT	41			
FRL	46			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	28			34			30					53
SWD	21			26			15				5	33
ELL	18			28			21				5	53
AMI												
ASN												
BLK	24			32			30				5	53
HSP	28			36			27				5	52
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	36			34			39				4	
FRL	28			34			32				5	52

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	39	49	47	35	45	63	24					57
SWD	21	37	38	30	46	87	19					40
ELL	37	51	50	35	42	47	17					57
AMI												
ASN												
BLK	29	43	56	31	51	67	22					57
HSP	42	55	48	36	43	65	22					55
MUL												
PAC												
WHT	50	48		37	39		29					
FRL	39	49	47	34	47	63	26					60

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	32	54	58	33	48	50	37					45
SWD	13	32	46	15	42	50	28					29
ELL	25	50	67	30	48	56	28					45
AMI												
ASN												
BLK	22	41	45	22	25		29					19
HSP	33	58	67	37	60	67	40					51
MUL												
PAC												
WHT	41	63		39	44		32					
FRL	32	52	59	33	45	45	35					45

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	23%	46%	-23%	54%	-31%
04	2023 - Spring	36%	52%	-16%	58%	-22%
03	2023 - Spring	23%	42%	-19%	50%	-27%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	30%	52%	-22%	59%	-29%
04	2023 - Spring	40%	56%	-16%	61%	-21%
05	2023 - Spring	31%	48%	-17%	55%	-24%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	27%	47%	-20%	51%	-24%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The lowest performing data component is ELA achievement at 27%, which showed a 12-point decline from the prior year. Additionally, when analyzing grade-level data, third grade had a 21-point decline in ELA Proficiency from the prior year. According to the last three years of data, there has been a downward trend in reading achievement. The lowest level of proficiency in the prior three years was 33%. Factors that contributed to this low performance in ELA proficiency are a change from paper based to computer-based testing, students entering third grade are not prepared for the rigor (according to PM1 data), and lack of fidelity in small group instruction.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component that showed the greatest decline was third-grade reading with a decrease of 21 percentage points. A new state assessment was administered where we changed from paper-based FSA to a computer-based FAST assessment. Factors that contributed to this decline includes students did not have enough practice with the computer-based testing platform, students entered third grade below grade level (according to PM1 data), Additional instructional factors include inconsistent small group instruction and having an interim teacher and a long-term substitute teaching third grade.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that showed the greatest gap when compared to the state was fifth-grade ELA. The state achievement level for fifth grade was 55% and our fifth grade achieved 23%, which is a difference of 32 percentage points. Factors that contributed to this gap include long-term subs, first-year teachers, and high teacher turnover in the grade level.

Which data component showed the most improvement? What new actions did your school take in this area?

The data component that showed the most improvement was fifth-grade math. The achievement score in 2021-2022 was 21% and in 2022-2023, 31% which is a 10-percentage point increase. We attribute this to having two qualified and experienced teachers in both mathematics classrooms. Therefore, there was a higher level of quality instruction.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

- Student Attendance. (Students absent more than 10% of the school days)
- High number of students earning a Level 1.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Our highest priorities for school improvement include 3rd Grade ELA Proficiency, Learning Gains (for both ELA and Math), and Learning Gains for SWD.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Positive Culture and Environment specifically relating to Early Warning System**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

There was an increase of Office Discipline Referrals (ODRs) from 605 in the 2021-2022 school year to 766 in the 2022-2023 school year. Students with disabilities received 230 referrals

Measurable Outcome:

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

We will decrease Office Discipline Referrals by 5%.

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 with learning walks and modeling classroom management strategies. We have also identified students with a high number of referrals who would benefit from the iSucceed Initiative. The MTSS-b committee will meet and monitor their data monthly. The administration is scheduling meetings with parents of identified students with high rates of ODRs.

Person responsible for monitoring outcome:

Sandy Barnhart (sandy.barnhart@stlucieschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

There will be continued professional learning for classroom management, relationship building, and culture based on teachers in need of classroom management strategies. New teachers received CHAMPS training during the new teacher symposium. All staff members will receive a Kids at Hope refresher training. In addition, modeling of classroom management strategies will be provided as needed based on observations. There will be consistent monitoring of classroom management plans for implementation with fidelity. The leadership team will provide feedback based on what is demonstrated by teachers during classroom walkthroughs.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Ensuring teachers have the strategies needed to implement appropriate classroom management skills will guarantee a positive learning environment for effective teaching.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 2 - Moderate Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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 meeting to identify areas of concern and develop plans for support.

Person Responsible: Sandy Barnhart (sandy.barnhart@stlucieschools.org)

By When: By September 29, 2023.

Ongoing training and support – coaching sessions, refresher courses to professional learning, modeling

Person Responsible: Sandy Barnhart (sandy.barnhart@stlucieschools.org)

By When: Ongoing through June 2024

Monitoring of classroom management strategies and implementation of CHAMPS, PBIS, etc.

Person Responsible: Cassandra Fess (cassandra.fess@stlucieschools.org)

By When: Ongoing through June 2024

#2. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our area of focus is ELA Learning Gains due to a 11% decrease from 2019-2022 . Analysis of student achievement subgroup data indicates students with disabilities are not achieving at the same rate as their non-disabled peers in reading. If students with disabilities show learning gains of 11% this will positively impact proficiency.

Measurable Outcome:

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

Our goal is for 60% of our students to make learning gains in ELA. The percentage of students with disabilities demonstrating learning gains in ELA will increase by 25% based on FAST Monitoring data.

Monitoring:

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

B.E.S.T. will be monitored using district-assigned unit assessments, FAST progress monitoring, iready, CFUs, and Tiered intervention progress monitoring. Areas of need will be retaught to improve proficiency within the standards of concern. During weekly data chats and leadership meetings we will discuss progress towards our goal and needs for adjustment with instruction.

Person responsible for monitoring outcome:

Deniz Keresteci (deniz.keresteci@stlucieschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Classroom and Support teachers will provide standards-based differentiated instruction to meet the needs of all students, including students with disabilities. Small groups will be implemented and monitored for fidelity. Small group instruction will occur within the Reading block by the classroom teacher, push-in supplemental support and during tiered intervention.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Differentiated instruction allows teachers to meet the needs of all students and especially SWDs to improve learning outcomes. Benchmark Advance materials have components to increase both fluency and comprehension and is a strategy that benefits all students. They will assist in improving reading proficiency through meetings the diverse needs of students. Response to intervention has an effect size of 1.29 according to John Hattie making it a high-yield strategy.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Planning in CLPs to prepare for differentiated small group instruction.

Person Responsible: Deniz Keresteci (deniz.keresteci@stlucieschools.org)

By When: Weekly through June 2024

Analyze data to identify needs of students for the creation of differentiated small group instruction (Reading block, Tier 2, Tier 3, Supplemental Support)

Person Responsible: Deniz Keresteci (deniz.keresteci@stlucieschools.org)

By When: Ongoing through June 2024

Monitor effectiveness of small group instruction

Person Responsible: Angela Patton (angela.patton@stlucieschools.org)

By When: Ongoing through June 2024

#3. Instructional Practice specifically relating to Math**Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our area of focus is MA Learning Gains because from 2019-2022 we had a 10% decrease. In addition, analysis of student achievement subgroup data indicates students with disabilities are not achieving at the same rate as their non-disabled peers in Math.

Measurable Outcome:

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

Our goal is for 55% of our students, including SWD, to make learning gains in MA. The percentage of students with disabilities demonstrating learning gains in Math will increase by 25%, based on FAST Progress Monitoring data.

Monitoring:

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

B.E.S.T. standards will be monitored using district-assigned unit assessments, FAST progress monitoring, iReady, CFUs, and Tiered intervention progress monitoring. During weekly data chats and leadership meetings we will discuss progress towards our goal and what needs to be adjusted with instruction. Areas of need will be retaught to improve proficiency within the standards of concern.

Person responsible for monitoring outcome:

Erin Bunnell (erin.bunnell@stlucieschools.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Both classroom and support teachers will provide standards-based differentiated instruction to meet the needs of all students, including students with disabilities. This strategy can be used in both whole group and small group instruction to support learning. Small group instruction will occur within the math block by the classroom teacher, three times a week outside of the math block by the classroom teacher, interventionists, and support staff.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Differentiated instruction allows teachers to meet the needs of all students and especially SWDs to improve learning outcomes. Targeted small group instruction is a strategy that benefits all students and will assist in improving Math fluency through meeting the diverse needs of students. Response to intervention has an effect size of 1.29 according to John Hattie making it a high-yield strategy. Small group instruction enables the teachers to target the specific needs of the students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Planning in CLPs to prepare for differentiated small group instruction. Teachers will plan activities to bridge the learning gap for students with deficits in math skills.

Person Responsible: Erin Bunnell (erin.bunnell@stlucieschools.org)

By When: Weekly through June 2024

The leadership team will monitor small group instruction by collecting walk-through data and analyzing district and state assessment data.

Person Responsible: Erin Bunnell (erin.bunnell@stlucieschools.org)

By When: Ongoing through June 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The Principal and Assistant Principal met with the district's Federal and Special Programs manager during the summer to review the Title One budget. The principal met with grade levels over the summer to discuss needs and to gain feedback on resource needs. The principal attended the District's Vendor Expo to review approved supplemental resources. The administrators also met with the instructional coaches to discuss the resource needs for both ELA and Math. 3rd-5th grade teams expressed interest in previously used materials for the Reading Block. This feedback was considered when ordering supplemental materials. In addition, funding will be used to hire part-time experienced tutors to work with small groups of students to help increase learning gains. When determining future expenditures, the leadership team will convene to determine if the resource will support the school improvement goals.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

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

Ensure all teachers are properly trained with appropriate curricula including Benchmark and Heggerty. Plan for meaningful Check for Understanding that will be used to monitor student progress along with

district-provided monitoring. Literacy will improve by ensuring we are teaching Tier 1 lessons with fidelity, supporting new teachers, and focusing on differentiated instruction.

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

Ensure all teachers are trained appropriately on the Benchmark curriculum. Plan lessons and identify standard-based CFUs to monitor student understanding. This will improve literacy as it will ensure teachers have the resources to teach with fidelity. Differentiated instruction will be intentionally planned for and monitored through CLPs and classroom walks.

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 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 Measurable Outcomes

Our current Kindergarten students did not take state assessment yet, but will have a goal of 45% proficiency as measured by the STAR Early Literacy assessment on PM3. Our current first grade students will increase proficiency in reading from 30% to 45% as measured by STAR Reading assessment data on PM3. Our current second grade students will increase proficiency in reading from 27% to 45% as measure by STAR on PM3.

Grades 3-5 Measurable Outcomes

23% of last year's students in 3rd grade scored at least a Level 3 on the FAST ELA assessment during PM3. In 4th grade 36% scored at least a Level 3 and in 5th grade, 23% scored at least a Level 3. Our goal is to increase the number of 3rd grade students scoring at least a level 3 on the FAST ELA assessment by 22%, the number of 4th graders by 15% and the number of 5th graders scoring at least a Level 3 by 22%.

Monitoring

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 impact student achievement outcomes.

The assessments will be monitored in weekly data meetings with grade levels, coaches, and admin. Mid-year data from state assessments will be used to check for student growth. Teachers will work with grade level & coaches to determine gaps in the data to plan for re-teaching. Ongoing monitoring will culminate in our PM3 where we will compare data from PM1 to see appropriate growth or lack of. Literacy walks will be conducted by the Literacy Leadership Team to provide feedback in order to increase teacher effectiveness in delivering the ELA BEST standards.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Keresteci, Deniz, deniz.keresteci@stlucieschools.org

Evidence-based Practices/Programs**Description:**

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. §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?

The ELA Benchmark Advance program is our primary resource for instruction. It aligns with our district's Comprehensive Evidence-based Reading Plan. The resource has been vetted and proven to strongly align with the BEST ELA standards. Reading Horizons, Start-Up/Build-Up, LLI, and district-approved resources for T2 and T3 will also be utilized. In addition, evidence-based practice such as accountable talk and cooperative structures will be discussed at ongoing PLs.

Rationale:

Explain the rationale for selecting 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 evidence-based practices/programs show proven record of effectiveness for the target population?

The Benchmark Advance resource provides a statistically significant correlation to student achievement, and addresses the differentiation needed to target students at all levels.

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
Collaborative Learning and Planning walk-throughs will be regularly conducted in order to identify trends and provide actionable feedback.	Keresteci, Deniz, deniz.keresteci@stlucieschools.org
Teachers will maintain data sheets that will show trends and deficits. Weekly data meetings will be held. Best practices and evidence based practices will also be shared.	Keresteci, Deniz, deniz.keresteci@stlucieschools.org

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

The leadership team actively worked together to create the School Improvement Plan. During the first School Advisory Council meeting, the principal presented the SIP goals and action step focus. In addition the principal shared the school grade process and changes in a manner that the parents (non-educators) could understand. Translation in both Spanish and Haitian Creole was provided for parents as needed. The principal solicited input from the parents and community members in attendance at the August SAC meeting. The principal will share the goals and progress towards the goals with the school staff during weekly data chats and monthly staff meetings. The SIP will also be explained during the Title One Parent night in late September. Progress on the SIP will be discussed during monthly School Advisory Council meetings with staff, families and community members. Once approved the SIP will be made publicly available on the school website: <https://schools.stlucie.k12.fl.us/wbe/>

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

The school will build positive relationships with parents, families, and other community stakeholders through various forms of communication and family involvement nights. Communication will be provided in English, Spanish, and Haitian Creole as much as possible to meet the needs of our population. WBE has multiple bilingual and trilingual staff members to help translate in person during the SAC and PTO meetings, parent-teacher conferences and events. There will be a combination of academic and social events planned throughout the year. When families attend the academic events they will be able to leave with resources to help their child at home. The Family Engagement Plan will be made publicly available on the school website: <https://schools.stlucie.k12.fl.us/wbe/> Teachers are expected to maintain communication logs to track parent/guardian contact. Teachers will send home Progress reports on district assigned dates as well as report cards. Teachers are expected to maintain up to date records in

Skyward so that parents can stay informed of their child's progress and grades. The school also will share information through social media including the school's Facebook page.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

New teachers will have experienced mentors and will be supported by the school's NEST program. Monthly NEST meeting topics will be shared with all staff so that any may attend. The leadership team will regularly walk through classrooms to collect data related to student engagement, standards-based instruction and rigor. During walk-throughs the team will monitor schedules and whether students are actively engaged in learning from bell to bell. Trend data will be shared with grade level teams and individual conferences will be held as needed between admin and teachers that need support. Teachers will meet daily to discuss data or to collaboratively plan for both whole group and small group instruction. The leadership team will attend and monitor these meetings. The leadership team will monitor small group instruction as it is an area of focus for both Reading and Math.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

The school will provide support for Collaborative Planning and to improve the quality of instruction from our district's instructional partners.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

The school counselors, administrators, ESE specialist and discipline officer meet weekly to discuss students receiving or in need of counseling. When a staff member has concerns about a student's behavior and or a possible need for counseling, they communicate with the school counselor assigned to their grade level. The Problem Solving Team meets as needed and includes the counselor, teacher, and administration. This team determines strategies and services to be implemented for support (academic, behavioral etc.).

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

The PBIS team meets monthly to analyze discipline data, discuss the needs of the school as well as plan events to promote positive behavior.

The TSA shares discipline data with grade level teams monthly. The teams discuss strategies for preventing problem behavior and needs for additional support.

The school counselors and Problem Solving Team determine if tiered support is needed for specific students based on office discipline referral data.

As part of the district iSucceed initiative the principal met with parents of students who need behavioral support to discuss an action plan, resources available and possible next steps.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Teachers received in person professional learning during the pre-school week from district trainers to improve instruction in reading, writing, math, science and social studies. The leadership team meets weekly with grade level teams to analyze data from district and state assessments.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

District Student Assignment the district Early Childhood Dept. and our school host Kindergarten Roundups.

VPK providers are given all forms/information sheets for Kindergarten enrollment to share with parents. A welcome to school video has been created for every school and is easily accessed on each school's website.

VPK providers complete transition forms for VPK completers. Data is uploaded after receiving parent permission and given to the School Counselor and Kindergarten team lead prior to the beginning of the school year.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System	\$0.00
2	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
3	III.B.	Area of Focus: Instructional Practice: Math	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

Yes