

# Wetherbee Elementary

8-Step problem solving step zero school students strategic goals college and career needs assessment resources effective leadership strategies ambitious supportive environment improvement increased achievement instructional teaching family and community involvement public and mission vision



2014-15 School Improvement Plan

## Wetherbee Elementary

701 E WETHERBEE RD, Orlando, FL 32824

[ no web address on file ]

### School Demographics

School Type	Title I	Free/Reduced Price Lunch
Elementary	Yes	78%
Alternative/ESE Center	Charter School	Minority
No	No	87%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	A	

### School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	<a href="#">Ella Thompson</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

To lead our students to success with the support and involvement of families and the community

##### Provide the school's vision statement

To be the top producer of successful students in the nation

#### School Environment

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

Teachers begin learning about their students at Meet The Teacher. The learning continues throughout the year within the classroom, teachers build relationships with their students. During the school year we have a variety of family nights, movie nights, Open House, and conference nights. Teachers attend and continue building relationships with their students at these events and they continue through the school year.

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

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

##### Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Wetherbee Elementary has school wide expectations: S O A R, Safety First, On Time- On Task, Always Respectful and Responsible Always. These expectations are used across campus in the Cafeteria (Bistro), classrooms, hallways, Special Areas, Computer Lab, Media Center, Playground, Bus, and Dismissal areas. Teachers review the expectations with students at the beginning of the year as well as review when needed. Students earn Bumblebee Bucks when they are on task and behaving, displaying positive character traits, and/or improved academics. These Bumblebee Bucks are turned in to the media center for a chance to win a visit to the school store (Honeycomb Hut) where they can choose a prize.

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

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

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

**Early Warning Systems**

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

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

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

The OCPS Character Traits Educational Program enforces the importance of the different traits and how they should be used. Students attend Character Education Class, once every six days.

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

Students who score a Level 1 are automatically included in our MTSS Tier 3 intervention groups which meet three times per week. They are also included in our morning tutoring program which meets three times a week.

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level					Total
	K	1	2	3	4	
Attendance below 90 percent	9	7	9	7	6	42
One or more suspensions	3	0	0	4	1	2
Course failure in ELA or Math	1	5	10	16	0	32
Level 1 on statewide assessment	0	0	0	72	22	31
						125

***The number of students identified by the system as exhibiting two or more early warning indicators:***

Indicator	Grade Level		Total
	3	4	
Students exhibiting two or more indicators			16

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

Students that are identified by the early warning system are included in the Multi- Tier System of Supports, which is a process of providing instruction and interventions to match the student's individual needs. These students are provided with an additional 30 minutes of reading instruction in

Tier 3 intervention groups which meet three times per week. They are also included in the morning tutoring program.

## Family and Community Involvement

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

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

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

### Will the school use its PIP to satisfy this question?

Yes

#### PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/64771>.

#### Description

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

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

Wetherbee has a team of involved people representing every segment of our school community, which includes parents, teachers, students, administrators, support staff and Partners in Education. We hold monthly meetings and events for the community members.

## Effective Leadership

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

### School Leadership Team

#### Membership

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

Name	Title
Lindlau, Charles	Principal
Frett, Rozene	Assistant Principal
Catania, Licette	Instructional Coach
Drummond, Cindy	Instructional Coach
Pritz, Jill	Instructional Media
Casamento, Joan	Instructional Coach

#### Duties

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

Charles Lindlau: Accelerates the momentum by setting high expectations for the use and success of the MTSS process when providing the baseline outlook for the development of MTSS and oversees the implementation of the process. Ensures support and documentation to increase academic/

behavior instruction at the various tiers. Also, examines MTSS plans and activities with parents and stakeholders.

Rozene Frett: Oversees the MTSS process. Provides support and documentation to determine appropriate level of instruction, intensity at all tiered levels. Attends individual student meetings as needed.

Cindy Drummond: Provides guidance on K-5 math plan; analyzes data; participates in progress monitoring; assists teachers with data-based lesson planning; supports Tier 1,2,3 intervention plans.

Licette Catania Nieves: Provides guidance on K-5 reading plan; analyzes data; participates in progress monitoring; assists teachers with data-based lesson planning; supports Tier 1,2,3 intervention plans.

Joan Cassamento: Schedules meetings for ELL students receiving additional support through MTSS/RtI, 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).

Joan Cassamento: Assists in determining appropriate intervention and progress monitoring materials. Keeps an inventory of core curriculum and intervention materials.

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

MTSS structure at Wetherbee is designed within the three tiers of support. Tier 1 includes 90 minutes of Reading and Math instruction, which includes whole group instruction, small group, and differentiation. Tier 2 includes 30 minutes (4x/week) of supplemental Reading and Math instruction, as determined through data analysis of core assessments. Tier 3 includes 40 minutes (3x/week) of intensive Reading and Math instruction.

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

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

Resource allocations are utilized to best meet student needs as determined through data analysis. Wetherbee Elementary is a Title I school for the 2014-2015 school year and uses funds provided to implement our school improvement goals. This year, Title I money is being spent to ensure students requiring remediation are assisted through tutoring during the school day. We adhere to all the Title I program requirements and maintain all required documentation throughout the school year. We work with the Title I department of Orange County.

SAI funds will be coordinated with Title I funds to provide additional tutors for our Level 1 and Level 2 readers. These positions at Wetherbee will also provide remediation and additional reading instruction for our 3rd, 4th, and 5th grade students.

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

Wetherbee offers a Universal Breakfast program. This affords every student the opportunity to enjoy a nutritious breakfast each morning. Blessings in a Backpack assists us in providing food for all our children who qualify for free and reduced meals to take home each weekend.

## School Advisory Council (SAC)

### Membership

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

Name	Stakeholder Group
Charles Lindlau	Principal
TaShara Oyegun	Education Support Employee
Kelly Silva	Parent
Larra DeVoss	Parent
Georanna Noles	Parent
Joan Casamento	Teacher
Robert Perez	Business/Community

### Duties

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

*Evaluation of last year's school improvement plan*

SAC conducts monthly meetings to discuss and review the School Improvement Plan. After data was finalized, the SAC met to review the strategies in last year's plan and recommended changes for the upcoming year, with input from administration and FAC.

*Development of this school improvement plan*

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

*Preparation of the school's annual budget and plan*

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

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

Technology to be used at Math and Science Family events. \$1000

Common Core writing across the curriculum. \$800

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

Yes

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

## Literacy Leadership Team (LLT)

### Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Catania, Licette	Instructional Coach
Rosado, Sonia	Teacher, K-12
Casamento, Joan	Instructional Coach
Frett, Rozene	Assistant Principal

## Duties

### **Describe how the LLT promotes literacy within the school**

One of the major goals of the LLT this year is monitoring the use and effectiveness of intervention programs K-5. These intervention programs include Voyagers, Journeys intervention piece and Phonemic Awareness. Another major goal is to increase parent involvement and participation of our Family Literacy Events. We will stretch all students beyond their expectations by providing college and career ready curriculum and support in addition to continue to close the learning gaps through the MTSS (RtI) system of support.

## Public and Collaborative Teaching

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

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

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

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

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

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

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

## Ambitious Instruction and Learning

### **Instructional Programs and Strategies**

#### **Instructional Programs**

***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

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

**Instructional Strategies**

***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

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

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

**Strategy:** Extended School Day

**Minutes added to school year:** 10,800

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

***Strategy Rationale***

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

***Strategy Purpose(s)***

- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***

Pritz, Jill, jill.pritz@ocps.net

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

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

**Strategy:** Before School Program

**Minutes added to school year:** 3,600

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Pritz, Jill, jill.pritz@ocps.net

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

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

**Student Transition and Readiness**

**PreK-12 Transition**

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

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

We provide assistance to our preschool children, in transition by offering a Kindergarten orientation introducing students and parents to the Kindergarten curriculum. We send out flyers to neighboring Pre-K programs to invite them to our orientation event. Kindergarten teachers administer Kindergarten screenings during the summer to aid in determining Kindergarten readiness.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

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

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

In addition, we have also implemented our MAGIC program here for our fifth graders. The MAGIC (Mentoring, Advising, Guiding, and Instructing Children) program is run by the Orange County

Sheriff's Office and it allows students to learn the importance of drug resistance and positive decision making.

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

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

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

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

As a school we offer a wide range of academic driven extra-curricular programs that help to not only drive instruction, but also allows our students to support their own achievement and to take learning to a whole new level. We are fortunate enough to have Science as part of our elective wheel where students are able to partake in hands-on science labs and virtual learning. We also offer our Science and Math Clubs, which both participate in our annual district-wide Olympiads.

***Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes***

The strategies implemented for improving student readiness based on the annual analysis of the High School Feedback report include core instruction involving but not limited to Journeys, Go Math, and Science Fusion. Teachers develop instructional lessons using the Florida Common Core, ELA standards, the Florida Math Standards, and the Science Standards. Students are assessed multiple times throughout the year for grade level proficiency. Students that have been identified to need Tier 2 and/or Tier 3 interventions are provided with extra support and differentiated instruction to help meet their needs so that they can become proficient in the core instruction. Teachers also use STEM activities during the school year. Project based learning is completed each nine week grading period, K-5th grade using digital curriculum such as Defined STEM performance tasks and literacy tasks, which are aligned with the Florida State Standards. Students are interacting with technology daily, using real world activities to enhance learning. Student complete may assignments through Edmodo, including weekly Snap shots which provide a glance of student's performance on grade level standards 3rd-5th grade.

## School Improvement Goals

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

### Problem Solving Key

**G** = Goal                    **B** = Barrier                    **S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** To increase student achievement in Writing through the use of evidence based writing across content areas with the use of technology when appropriate.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** To increase student achievement in Writing through the use of evidence based writing across content areas with the use of technology when appropriate. **1a**

**Targets Supported** **1b**

 G050263

Indicator	Annual Target
AMO Reading - All Students	76.0

**Resources Available to Support the Goal** **2**

- Reading/writing coach
- Writing Intervention teacher for 4/5
- Grade level writing experts for every grade level
- Grade level band writing "coaches" for K/1, 2/3, and 4/5
- Scoring using the Florida Standards Assessment rubric in K-5
- Defined Stem constructed responses asks students to engage in evidence based writing in Science, grades 2-5
- Daily writing journals for evidenced based writing in K-2
- K-5 monthly writing prompts/OC Writes
- Digital curriculum training, support, and professional development (NearPod, Google Docs, Edmodo)
- Provided supplemental software (Defined STEM)
- Enterprise core and supplemental software (Achieve 3000, I-Ready)

**Targeted Barriers to Achieving the Goal** **3**

- Lack of teacher knowledge and training for evidence based writing

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

Data and digital data meetings, monthly Writing prompts, scoring of prompts using Florida Standards Assessment rubric, Core Connections professional development.

**Person Responsible**

Charles Lindlau

**Schedule**

Weekly, from 9/9/2014 to 6/2/2015

**Evidence of Completion**

Monthly writing prompts, data collection, and classroom observations.

## Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key

**G** = Goal              **B** = Barrier              **S** = Strategy

**1** = Problem Solving Step     **S123456** = Quick Key

**G1.** To increase student achievement in Writing through the use of evidence based writing across content areas with the use of technology when appropriate. **1**

 G050263

**G1.B1** Lack of teacher knowledge and training for evidence based writing **2**

 B125901

**G1.B1.S1** Provide Core Connection Training for two teachers per grade level. These teachers become experts in writing using the strategies learned. **4**

 S137785

### Strategy Rationale

Teachers meet with their team in a PLC to discuss writing and implementing the evidence based writing in individual classrooms K-5.

### Action Step 1 **5**

Core Connections Professional Development

#### Person Responsible

Licette Catania

#### Schedule

Monthly, from 9/2/2014 to 6/2/2015

#### Evidence of Completion

Monthly writing prompts will be given and scored to show student's writing progress.

## Action Step 2 5

Digital training provided of supplemental software to classroom teachers.

### Person Responsible

Jill Pritz

### Schedule

Daily, from 8/11/2014 to 6/2/2015

### Evidence of Completion

Informal and formal observations, Digital Data Meeting usage, walkthroughs

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

Monthly Writing Prompts

### Person Responsible

Licette Catania

### Schedule

Monthly, from 9/15/2014 to 6/2/2015

### Evidence of Completion

Monthly writing prompts will be scored according to the Florida Standard Rubric K-5. The data will be used to show improvement in student's evidence based writing.

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

Leadership team will review the results from evidence based writing, OC Writes and monthly writing prompts making adjustments to professional development as needed.

### Person Responsible

Charles Lindlau

### Schedule

Weekly, from 8/18/2014 to 6/2/2015

### Evidence of Completion

Review of data from OC Writes and monthly writing prompts.

## Appendix 1: Implementation Timeline

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

**Orange - 1941 - Wetherbee Elementary - 2014-15 SIP**  
**Wetherbee Elementary**

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Core Connections Professional Development	Catania, Licette	9/2/2014	Monthly writing prompts will be given and scored to show student's writing progress.	6/2/2015 monthly
G1.B1.S1.A2	Digital training provided of supplemental software to classroom teachers.	Pritz, Jill	8/11/2014	Informal and formal observations, Digital Data Meeting usage, walkthroughs	6/2/2015 daily
G1.MA1	Data and digital data meetings, monthly Writing prompts, scoring of prompts using Florida Standards Assessment rubric, Core Connections professional development.	Lindlau, Charles	9/9/2014	Monthly writing prompts, data collection, and classroom observations.	6/2/2015 weekly
G1.B1.S1.MA1	Leadership team will review the results from evidence based writing, OC Writes and monthly writing prompts making adjustments to professional development as needed.	Lindlau, Charles	8/18/2014	Review of data from OC Writes and monthly writing prompts.	6/2/2015 weekly
G1.B1.S1.MA1	Monthly Writing Prompts	Catania, Licette	9/15/2014	Monthly writing prompts will be scored according to the Florida Standard Rubric K-5. The data will be used to show improvement in student's evidence based writing.	6/2/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

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

**G1.** To increase student achievement in Writing through the use of evidence based writing across content areas with the use of technology when appropriate.

**G1.B1** Lack of teacher knowledge and training for evidence based writing

**G1.B1.S1** Provide Core Connection Training for two teachers per grade level. These teachers become experts in writing using the strategies learned.

### **PD Opportunity 1**

Core Connections Professional Development

#### **Facilitator**

Core Connections Trainers K-1, 1-2, 2-3, and 4-5.

#### **Participants**

Teachers K-5

#### **Schedule**

Monthly, from 9/2/2014 to 6/2/2015

### **PD Opportunity 2**

Digital training provided of supplemental software to classroom teachers.

#### **Facilitator**

Jill Pritz

#### **Participants**

Teachers K-5

#### **Schedule**

Daily, from 8/11/2014 to 6/2/2015

## Technical Assistance Items

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

## Budget Rollup

Summary	
Description	Total
<b>Goal 1:</b> To increase student achievement in Writing through the use of evidence based writing across content areas with the use of technology when appropriate.	7,600
<b>Grand Total</b>	<b>7,600</b>

<b>Goal 1: To increase student achievement in Writing through the use of evidence based writing across content areas with the use of technology when appropriate.</b>		
Description	Source	Total
<b>B1.S1.A1</b> - Core Connection Substitute Teachers	General Fund	5,600
<b>B3.S1.A1</b> - Daily Writing Journals	General Fund	2,000
<b>Total Goal 1</b>		<b>7,600</b>