Westridge Middle

2015-16 School Improvement Plan

Westridge Middle

3800 W OAK RIDGE RD, Orlando, FL 32809

www.ocps.net/lc/southwest/mwe

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	100%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	97%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	C	D	C

Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

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

SIP Authority and Template

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

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.

Table of Contents

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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

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

Westridge Middle School will implement cultural activities throughout the school year to celebrate student diversity by hosting multicultural events and activities during Hispanic Heritage Month and Black History Month. Teachers provide multicultural awareness through content area lessons. In addition, Restorative Justice practices will be implemented to provide students and teachers a better opportunity to learn more about each other's experiences that shape an individual's beliefs and thinking process.

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

For the 2015-2016 school year, a revised school-wide behavior plan will be implemented to provide uniformity and consistency. In addition, the revised school-wide supervision plan includes the school being open to all students beginning at 8 a.m. daily, for morning arrival. This will include homework assistance, study help, and supervised student engagement. Furthermore, students will be rewarded during the school year for positive academic and behavior through our Positive Behavior Support (PBS) system and the school Renaissance program. After school, tutoring and student support programs will be offered through the YMCA after-school program. This will also include a dinner program sponsored by Orange County Public Schools.

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

During the 2015-2016 school year, a revised school-wide Student Behavior Plan will be implemented. This was devised through feedback from teachers and administrators, based on student discipline data collected from the 2014-2015 school year. In addition, the Student Behavior Team met over the summer of 2015 to review the previous year's plan for any revisions needing to be made. The schoolwide plan includes a consistent classroom behavior plan. The behavior plan will be introduced to teachers during a pre-planning learning session. Surveys are scheduled for the start of the 2nd, 3rd, and 4th 9 weeks and will be offered to all teachers for feedback purposes. These survey periods will be followed up with an open forum for all teachers to attend, aimed at reviewing and revising, as needed, the school-wide Student Behavior Plan. Furthermore, to track student discipline areas such as tardiness, dress code, and arrival to school, the PLASCO tracking system will be used.

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

During the 2015-2016 school year, Restorative Justice (RJ) practices will be incorporated in the schoolwide discipline plan. This will include daily RJ sessions in the Positive Alternative to Student Suspension (PASS) program. In addition, RJ sessions will be included in any out-of-school suspension plans.

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

1. Student attendance will be monitored throughout the school year. To monitor early warning signs of attendance, student attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension. Attendance team meetings will be held during the school year to support any students falling below this percentage. This team will include, but is not limited to, the attendance clerk, guidance counselor, SAFE Coordinator, and an administrator.
2. Student behavior will be monitored throughout the school year. One or more suspensions, whether in school or out of school. This data will be compiled and reviewed on a quarterly basis by the School Behavior Team.
3. Course failure in English language arts or mathematics. Through the after-school program, a course recovery process will be implemented during the 2015-2016 school year aimed at providing students with a grade recovery process that can reduce any future summer school needs.
4. Student assessment progress will be monitored for those students scoring a Level 1 score on the statewide, standardized assessments in English language arts or mathematics

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
	6	7	8	
Attendance below 90 percent	59	72	92	223
One or more suspensions	79	76	55	210
Course failure in ELA or Math	88	56	25	169
Level 1 on statewide assessment	0	0	0	
	0	0	0	
	0	0	0	

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	56	51	25	132

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

Once identified, these students will be offered support through guidance services, SAFE, and the after-school academic support plan, whichever is applicable.

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 available at the school site.

Description

Westridge Middle School will host 2 Advancement Via Individual Determination (AVID) parent nights per school year.
A volunteer calendar will be provided to all parents to detail volunteer opportunities and expectations.
Westridge Middle School will implement activities and PLC's that will build the capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student achievement (2nd Monday of the month from 5pm-6pm).

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

Through the Partners in Education program (PIE), local partnerships will be made to support school events such as Curriculum, and Open House nights. In addition, Teach-In will be a venue for recruiting local businesses to share their occupation backgrounds with our students.
Westridge is developing a partnership with Mid-Florida Tech. in our neighborhood. Our CTE students took a fieldtrip to Mid-Florida Tech during the first semester.
Westridge is developing a partnership with Oakridge HS and Dr. Phillips HS between the CTE teachers. Our CTE teacher has visited and collaborated with the coordinator and teachers from both high schools.
The AVID program continues to collaborate with our feeder schools. Our AVID students have taken field trips to visit Oakridge HS and Dr. Phillips HS.
The World Language program has also grown by adding French, and the French teacher has built connections to neighboring and feeder schools by collaborating and visiting French teachers.
The Fine Arts departments continues to work with the Fine Arts Department at Oakridge High School and Dr. Phillips HS in preparing our students for a fine arts path. We continue to build partnerships with community Fine Art Theaters, i.e. Dr. Phillips Performing Arts Center and Universal Studios. In addition, a full-time Orchestra program will be created for the 2015-2016 school year.

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:

Name	Title
Camacho, Christopher	Principal
Paternoster, Kimberly	Instructional Coach
McGraw, Sandra	Assistant Principal
McMiller, Crystal	Instructional Coach
Mezger, Michael	Instructional Coach
Turner, Matthew	Assistant Principal

Duties

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

Dr. Camacho will monitor the Multi-Tiered Systems of Support (MTSS) process to ensure the fidelity and provide updates to the School Advisory Council (SAC) committee regarding the progress monitoring of the School Improvement Plan (SIP)
Mr. Turner will oversee the MTSS process organization and monitoring. Mr. Turner will report bi-weekly to Dr. Camacho.
Ms. Paternoster will provide student performance data from all student assessments to all instructional team members and facilitate professional development as necessary.
Mr. Mezger will provide support to teachers with lesson planning, common assessments, differentiated instruction, and Florida Standards implementation.
Ms. McMiller will provide support to teachers with lesson planning, common assessments, differentiated instruction, and Florida Standards implementation.
Ms. Wylene Reed will provide Exceptional Student Education (ESE) support to teachers as needed.
Ms. Linda Arline will provide English Language Learners (ELL) support to teachers as needed.

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

The MTSS team will monitor all data on a bi-weekly basis to determine needs of individual students. Recommendations will be made by the team for additional assistance to Tier II and Tier III interventions as needed. School Title I dollars have been made available for student support and tutoring services. The school bookkeeper will maintain a record of any resources purchased. In addition, the MTSS Team will review student progress and resources available. Through this process, additional analysis will be made to determine whether additional student services and resources are needed.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Linda Arline	Teacher
Sandra McGraw	Teacher
Marilyn Colon	Education Support Employee
Crystal McMiller	Teacher
Lori Kimble	Teacher
Christopher Camacho	Principal
Michael Mezger	Teacher
Kimberly Paternoster	Teacher
Matthew Turner	Teacher
Levicko Embry	Teacher
Sonia Gonzalez	Parent
Michelle Williams	Parent
Juan Rodriguez	Parent
Alexis Martinez	Parent
Pedro Angel	Parent
Makeba Smith	Parent
Donald Miller	Parent
Isabel Ramierz	Parent
Daniel Garcia	Parent
Eliselina Rena	Student
Rosairis Cabrera	Parent

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

The previous year's SIP will be reviewed for items that can be included in the 2015-2016 SIP for further implementation or removal altogether due to ineffectiveness.

Development of this school improvement plan

The School Advisory Council (SAC) was involved in the development of this school improvement plan by completing a survey about the strengths and needs of the school as it relates to parent involvement, safety, curriculum and communication. Student performance data from the 2014-2015 FCAT Science and FSA assessments will be shared with the SAC at the first meeting following the release of these student assessment scores to determine whether any School Improvement Plan revisions are needed.

Preparation of the school's annual budget and plan

This will be determined at the October SAC meeting. In addition, an end of the year review will be conducted.

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

This will be determined at the October SAC meeting.

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:

Name	Title
Camacho, Christopher	Principal
Paternoster, Kimberly	Instructional Coach
McGraw, Sandra	Assistant Principal
McMiller, Crystal	Instructional Coach
Mezger, Michael	Instructional Coach
Turner, Matthew	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Major initiatives for the LLT for the 2015-2016 school year include:
-Increased circulation of students and books in the Media Center
-Increased level of complex text in content area courses
-Increased authentic reading assignments and assessments
-Research-proven, literacy strategies embedded in daily lesson plans

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

Weekly Professional Learning Community (PLC) and common planning sessions will be conducted with teachers, instructional coaches, and administrators. These will include the topics of common assessments, lesson planning, and student performance data for both teacher-created common assessments.

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

Westridge Middle School recruits and hires only highly qualified, certified in-field and effective teachers. The hiring process is completed by administration.

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

All teachers new to Westridge Middle School are invited to a one day professional development session before pre-planning begins. This professional development includes school wide initiatives such as AVID and implementation of the Florida Standards and writing across the curriculum, discipline procedures,

etc. Beginning teachers are provided a mentor that has been trained by the district and that also effectively teaches in the same academic area. Beginning teachers meet with the curriculum resource teacher (CRT) bi-weekly. Mentoring activities include classroom visits, peer coaching, and lesson planning.

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 district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

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

Through weekly PLC and common planning sessions, teachers will review student performance data based on teacher-made common assessments and district benchmark assessments. As a result of this collaboration, teachers can determine which skills need to be retaught, spiraled into future lessons, and re-assessed. In addition, teachers can enlist additional student support, based on these data results, through the Student Support Center.

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: After School Program

Minutes added to school year: 3,600

Through the YMCA after-school program, based initially on student academic progress from the previous school year and state assessment data (math and reading), students will receive targeted tutoring and/or grade recovery support.

Strategy Rationale

This strategy will provided targeted academic support.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Turner, Matthew, matthew.turner@ocps.net

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

Using Edgenuity, a computer program supported by the District, student performance data pertaining to the after-school student support program will be monitored to track student performance and academic needs.

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

In May of every school year, school visits are scheduled with feeder elementary schools. The purpose of these visits is to orient students to the middle school environment, discuss class offerings, student involvement opportunities, and student scheduling. In addition, all incoming 6th grade students visit Westridge Middle School to learn about the school and participate in school tours led by our Advancement Via Individual Determination (AVID) students.

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

Advancement Via Individual Determination (AVID) promotes academic and career planning through the placement of students in rigorous classes and providing learning strategies to include binder organization, Cornell Note usage, and tutorials. This program is school-wide.

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

Westridge Middle School incorporates AVID learning and literacy strategies school-wide. These strategies will help students see that they are all capable of going to college and teaches them strategies to be successful in all academic environments.
Westridge Middle School offers Computing for College and Careers as an elective for high school

credit. This elective teaches students how to use specific computing operations in order for them to be successful in college and their careers.

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

Business computer classes are offered to students to obtain industry certification.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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

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

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

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. Student achievement will increase in all content areas through high-quality, standards-based instruction and assessments facilitated through effective, collaborative planning. (Division Priority #1: Accelerate Student Performance)

G2. Westridge Middle School behavior occurrences which require discipline will decrease through the implementation of a revised school-wide student behavior plan, Positive Alternative to Student Suspension (PASS), the inclusion of Restorative Justice (RJ) practices, and consistently implementing the Positive Behavior Support program. (Division Priority # 2 Invest in Human Capital)

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. Student achievement will increase in all content areas through high-quality, standards-based instruction and assessments facilitated through effective, collaborative planning. (Division Priority #1: Accelerate Student Performance) `1a`

Targets Supported `1b`

G072647

Indicator	Annual Target
AMO Math - All Students	
FCAT 2.0 Science Proficiency	51.0
AMO Math - Asian	
AMO Math - African American	
AMO Math - ED	
AMO Math - ELL	
AMO Math - Hispanic	
AMO Math - SWD	
AMO Math - White	
FSA English Language Arts - Achievement	57.0
AMO Reading - All Students	
AMO Reading - Asian	
AMO Reading - African American	
AMO Reading - ED	
AMO Reading - ELL	
AMO Reading - Hispanic	
AMO Reading - SWD	
AMO Reading - White	

Resources Available to Support the Goal `2`

-
- District support
- School based support (administrative, instructional coaches, and lead teachers)
- Instructional Management Systems-Florida Standards
- cPALMS-IcPALMS
- Curriculum resources (instructional focus calendars, Professional Learning Community (PLC) meetings, and common planning sessions)
- Items specifications and Measurement Topic Plans (MTPs)
- Common teacher-made assessments
- Student performance data from common teacher-made assessments
- Intervention/enrichment through targeted selection based on student performance data on teacher-made common assessments

Targeted Barriers to Achieving the Goal `3`

- Teachers exhibit low academic and behavioral expectations of students.

- Teachers need support with deconstructing new Florida Standards and item specifications to support planning and delivery of quality instructional and assessment strategies.

- Instructional team members need support with interpreting and effectively using student performance data to drive instructional and assessment practices.

Plan to Monitor Progress Toward G1. 8

Student achievement data, on standards-based common assessments will be reviewed with teachers at weekly PLC meetings. In addition, classroom observations will be conducted to monitor standards-based instruction. Furthermore, all assessing administrators and Instructional Coaches will attend common planning to ensure effectiveness of standards-based instruction.

Person Responsible
Christopher Camacho

Schedule
Weekly, from 8/31/2015 to 5/27/2016

Evidence of Completion
Progress monitoring through ongoing classroom walkthroughs and student achievement data results on common assessments, and mini assessments

G2. Westridge Middle School behavior occurrences which require discipline will decrease through the implementation of a revised school-wide student behavior plan, Positive Alternative to Student Suspension (PASS), the inclusion of Restorative Justice (RJ) practices, and consistently implementing the Positive Behavior Support program. (Division Priority # 2 Invest in Human Capital) 1a

🔍 G072648

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	25.0

Resources Available to Support the Goal 2

- Positive Behavior Support program

- Renaissance Rewards program

- Student Behavior/Restorative Justice Team

- Revised school-wide behavior/supervision plan

Targeted Barriers to Achieving the Goal 3

- Teachers exhibit inconsistency in handling both classroom and school-wide behavioalr concerns.

- School team members, both instructional and non-instructional, exhibit inconsistency in implementing the Positive Behavior Support program.

Plan to Monitor Progress Toward G2. 8

The PBS Team will monitor the number of PBS and Renaissance rewards distributed.

Person Responsible
Christopher Camacho

Schedule
Monthly, from 8/31/2015 to 5/27/2016

Evidence of Completion
Number of student rewards distributed

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. Student achievement will increase in all content areas through high-quality, standards-based instruction and assessments facilitated through effective, collaborative planning. (Division Priority #1: Accelerate Student Performance) 1

🔑 G072647

G1.B1 Teachers exhibit low academic and behavioral expectations of students. 2

🔑 B189573

G1.B1.S1 Teachers, Instructional Coaches, and administrators will conduct weekly common planning and professional learning community (PLC) meetings to monitor standards-based instructional plans. This will ensure high-quality, standards-based instruction is provided to all students. 4

🔑 S200898

Strategy Rationale

By conducting weekly PLC and common planning meetings, Instructional Coaches and school administrators will be able to ensure all available resources (i.e. instructional focus calendars, benchmark standards, scope and sequence, Instructional Management Systems (IMS), and item specifications) are effectively utilized during the planning process.

Action Step 1 5

Teachers, Instructional Coaches, and administrators will conduct weekly common planning and professional learning community (PLC) meetings.

Person Responsible

Christopher Camacho

Schedule

Weekly, from 9/22/2015 to 5/27/2016

Evidence of Completion

PLC and weekly common planning meeting agendas and minutes

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

Instructional Coaches and administrators will review weekly lesson plans submitted on the school's SharePoint site.

Person Responsible

Christopher Camacho

Schedule

Weekly, from 8/21/2015 to 5/27/2016

Evidence of Completion

Lesson plan review

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

Instructional Coaches and administrators will conduct classroom walkthroughs and provide feedback to instructional staff to improve the effectiveness of implementation. The focus will be on high-quality, standards-based instruction with a focus on higher-order questioning and formative assessments practices that monitor student learning.

Person Responsible

Christopher Camacho

Schedule

Weekly, from 8/19/2015 to 5/27/2016

Evidence of Completion

Classroom walkthrough observation data and instructional leaders meetings to share and discuss weekly observations

G1.B1.S2 Teachers will implement tiered academic interventions, through all curriculum areas, including small group teacher instruction. Through a teacher-led small group, the teacher can ensure all students receive the same frequency of higher-order questioning and standards-based instruction. `4`

🔍 S200899

Strategy Rationale

This provides an opportunity for all students to receive targeted intervention/enrichment based on student performance data on teacher-made common assessments.

Action Step 1 `5`

During grade-level PLCs, teachers will create pre- and post-test common assessments by deconstructing the Standards and using the data to create intervention/enrichment groups within a class.

Person Responsible

Michael Mezger

Schedule

Weekly, from 8/25/2015 to 5/24/2016

Evidence of Completion

PLC collaboration agenda/forms will be collected, formative assessments developed by teachers, common assessment data templates, rosters of student groupings based on data.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 `6`

Teachers will create and maintain PLC collaboration agenda/notes. Pre- and post-test data on teacher-made common assessments for all students will be collected, intervention/enrichment groups will be created based on data, and the Math Coach will support grade level PLCs by facilitating meetings and working with students based on groups that are determined by common assessment data.

Person Responsible

Michael Mezger

Schedule

Weekly, from 8/25/2015 to 5/27/2016

Evidence of Completion

PLC collaboration agenda/notes will be collected and pre- and post-test data on teacher-made common assessments for all students will be collected.

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 `7`

Instructional Coaches and administrators will conduct classroom walkthroughs and provide instructional effectiveness feedback on the implementation of tiered academic interventions. This will include instructional feedback on the small group, rotational model to include a teacher-led group.

Person Responsible

Michael Mezger

Schedule

Weekly, from 8/25/2015 to 5/27/2016

Evidence of Completion

Classroom walkthrough data using the iObservation instructional tool. In addition, AVID instructional walkthroughs focusing on WICOR, more specifically, reading and writing in the content area, will be conducted and timely feedback will be provided to teachers. As a result, we are expecting an increase in student achievement and a reduction in the number of students receiving intensive math interventions.

G1.B2 Teachers need support with deconstructing new Florida Standards and item specifications to support planning and delivery of quality instructional and assessment strategies. `2`

🔑 B189574

G1.B2.S1 Instructional Coaches will implement the coaching cycle for identified teachers needing support in the implementation of standards-based instruction. `4`

🔑 S200900

Strategy Rationale

Teachers, identified through classroom observations, will receive effective instructional strategies support through the implementation of an instructional coaching cycle.

Action Step 1 `5`

Instructional Coaches will support the implementation of high-quality, standard-based instruction through the use of a coaching cycle.

Person Responsible

Christopher Camacho

Schedule

Monthly, from 9/25/2015 to 5/27/2016

Evidence of Completion

Coaching cycle agendas and minutes, including teacher support documentation

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

The school principal will conduct weekly instructional leaders meetings to monitor the Instructional Coaches' progress in the implementation of the coaching cycle with identified teachers.

Person Responsible

Christopher Camacho

Schedule

Weekly, from 8/28/2015 to 5/27/2016

Evidence of Completion

Weekly instructional leaders meetings, with principal, assistant principals, and Instructional Coaches, will be held to ensure a common plan is established for the coaching cycle.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Instructional Coaches will create and maintain coaching cycle agendas and minutes, including observing classroom instruction and common planning to monitor teacher progress. In addition, weekly lessons will be reviewed to monitor teacher understanding of the Florida Standards.

Person Responsible

Christopher Camacho

Schedule

Monthly, from 9/25/2015 to 5/27/2016

Evidence of Completion

Meeting agendas and minutes will be reviewed at weekly instructional leaders meetings to monitor effectiveness and fidelity of the coaching cycle.

G1.B2.S2 Instructional Coaches and administrators will identify and develop model classrooms including monitoring planning and delivery to ensure fidelity of implementation of high-quality, standards-based instruction. 4

S200901

Strategy Rationale

By identifying model classrooms, teachers will have an on-site resource for observing and obtaining effective instructional strategies to incorporate in the classroom.

Action Step 1 5

Instructional Coaches and administrators will identify and develop model classrooms.

Person Responsible

Sandra McGraw

Schedule

On 10/23/2015

Evidence of Completion

Administrator and instructional leader feedback on identified model classrooms

Action Step 2 5

Utilize model classrooms as support for Teachers In Need (TIN)

Person Responsible

Sandra McGraw

Schedule

Monthly, from 10/26/2015 to 5/27/2016

Evidence of Completion

Classroom walkthrough data, peer observation schedule and teacher reflection.

Plan to Monitor Fidelity of Implementation of G1.B2.S2 `6`

Instructional coaches and administrators will identify of model classroom(s).

Person Responsible

Sandra McGraw

Schedule

On 10/23/2015

Evidence of Completion

List of identified model classroom(s)

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 `7`

Teacher in need (TIN) will be provided class visitations to identified model classrooms.

Person Responsible

Christopher Camacho

Schedule

Monthly, from 10/23/2015 to 10/23/2015

Evidence of Completion

Through classroom observation of TIN classrooms, a determination can be made as to whether instructional growth is taking place.

G1.B3 Instructional team members need support with interpreting and effectively using student performance data to drive instructional and assessment practices. 2

🔑 B189575

G1.B3.S1 Teachers will meet weekly through common planning and PLC meetings to analyze data to drive instruction. 4

🔑 S200902

Strategy Rationale

Teachers will use data to determine student instructional needs.

Action Step 1 5

Through grade-level PLCs, teachers will collaboratively disaggregate data to make instructional decisions for all students.

Person Responsible

Christopher Camacho

Schedule

Weekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Individual teacher data, school-wide classroom data walls, classroom walkthrough data, both formal and informal, and PLC collaboration minutes

Action Step 2 5

Grade-level teams/Grade-level team leaders will attend other teams' common planning meetings to observe processes that promote effective planning that produces clear deliverables.

Person Responsible

Christopher Camacho

Schedule

Weekly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Common planning sign-in and minutes

Plan to Monitor Fidelity of Implementation of G1.B3.S1 `6`

Instructional Coaches and administrators will attend weekly PLC meetings to monitor discussions pertaining to student data and facilitate conversations around making instructional decisions.

Person Responsible

Christopher Camacho

Schedule

Weekly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Weekly PLC minutes and lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 `7`

Instructional leaders and administrators will conduct weekly PLC and common planning sessions to review the lesson plan process, focusing on student grouping based on student data.

Person Responsible

Christopher Camacho

Schedule

Weekly, from 8/31/2015 to 5/27/2016

Evidence of Completion

Increase in student achievement data on all common assessments.

G1.B3.S2 All teacher-made common assessments will incorporate extended writing response style questions for comprehension and testing purposes. However, multiple-choice questions will be included during the school year to prepare students for the state assessment. [copy] `4`

S200903

Strategy Rationale

This approach allows teachers to provide informative feedback to students through common assessments. In addition, student responses can be reviewed for grammatical errors, etc.

Action Step 1 `5`

Teachers will collaboratively create common assessments, during common planning, based on deconstruction of standards that include open-ended responses. This will include 9-week, standards-based assessments to serve as school-produced benchmark assessments. Professional development will be offered to new teachers, through Professional Learning Communities and common planning sessions, on creating open-ended assessments.

Person Responsible

Christopher Camacho

Schedule

Annually, from 8/25/2015 to 5/27/2016

Evidence of Completion

Assessments and comprehension checks that are aligned with new Florida Standards.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 `6`

Instructional Coaches and administrators will review all teacher-made common assessments.

Person Responsible

Christopher Camacho

Schedule

Biweekly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Instructional leaders (i.e. principal, assistant principals, and Instructional Coaches) review all assessments to ensure Florida Standards are correctly assessed.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 `7`

Instructional Coaches and administrators will attend all curriculum area PLCs to review student data on common assessments to ensure extended response questions are effectively assessed and used in the instructional decision-making process.

Person Responsible

Christopher Camacho

Schedule

Weekly, from 8/18/2015 to 5/27/2016

Evidence of Completion

Data analysis of common assessments, lesson plan documentation, and PLC collaboration minutes

G2. Westridge Middle School behavior occurrences which require discipline will decrease through the implementation of a revised school-wide student behavior plan, Positive Alternative to Student Suspension (PASS), the inclusion of Restorative Justice (RJ) practices, and consistently implementing the Positive Behavior Support program. (Division Priority # 2 Invest in Human Capital) `1`

🔍 G072648

G2.B1 Teachers exhibit inconsistency in handling both classroom and school-wide behavioalr concerns. `2`

🔍 B189576

G2.B1.S1 Staff members will be trained on the school-wide student behavior plan and effective school-wide and classroom interventions. This will include the incorporation of Restorative Justice (RJ) practices in school discipline procedures. `4`

🔍 S200904

Strategy Rationale

Staff will be trained for consistent and effective strategies to help all students be successful.

Action Step 1 `5`

Each grade-level administrator will review the school-wide behavior plan with teachers.

Person Responsible

Christopher Camacho

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Meeting agendas and sign-in sheets.

Action Step 2 `5`

Throughout the year the teachers will receive MTSS intervention training for behavior, beginning during preplanning.

Person Responsible

Matthew Turner

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

The MTSS Coordinator will provide an agenda and sign-in sheets.

Action Step 3 `5`

Grade-level administrators will conduct quarterly grade-level assemblies to review the OCPS Student Code of Conduct.

Person Responsible

Christopher Camacho

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Agenda, PowerPoint presentation, signed Student Code of Conduct form

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

Grade-level administrators will conduct classroom observations to provide teachers with feedback regarding classroom management techniques.

Person Responsible

Christopher Camacho

Schedule

Biweekly, from 8/24/2015 to 5/27/2016

Evidence of Completion

iObservation data, signed code of conduct forms (from students), classroom behavior plans

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

The school principal and grade-level administrator designee will disaggregate student behavior reports for Minority Achievement Office (MAO) and Student Behavior Team meetings in order to determine if there has been a decrease in incidences.

Person Responsible

Christopher Camacho

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Discipline reports, attendance reports, PLASCO tracking system reports

G2.B2 School team members, both instructional and non-instructional, exhibit inconsistency in implementing the Positive Behavior Support program. `2`

🔍 B189577

G2.B2.S1 Staff will be trained on the school-wide behavior plan, the expectations of the positive behavior support system, Restorative Justice practices, and how they are to be implemented. `4`

🔍 S200905

Strategy Rationale

The school-wide behavior plan and Positive Behavior Support program will be effective if staff is knowledgeable and consistent in implementation.

Action Step 1 `5`

Staff will be trained on the expectations of the positive behavior support program and how it is to be implemented.

Person Responsible

Christopher Camacho

Schedule

On 8/19/2015

Evidence of Completion

Meeting agenda and deliverables

Plan to Monitor Fidelity of Implementation of G2.B2.S1 `6`

The school principal will attend training meetings to ensure the fidelity of all staff members participating in the program and its use.

Person Responsible

Christopher Camacho

Schedule

Biweekly, from 9/7/2015 to 6/3/2016

Evidence of Completion

Meeting notes and sign-in sheets

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 `7`

The school principal and grade-level administrator designee will monitor the effectiveness of the positive behavior support program by disaggregating student behavior data.

Person Responsible

Christopher Camacho

Schedule

Monthly, from 9/14/2015 to 5/27/2016

Evidence of Completion

Student discipline will decrease as evidenced in the student behavior referrals.

G2.B2.S2 The school PBS Team will create a calendar to determine the dates of PBS activities and rewards. 4

🔑 S200906

Strategy Rationale

By providing specific dates of PBS activities, students will be motivated to demonstrate positive behavior.

Action Step 1 5

Positive Behavior Support days will be scheduled for every other Friday during the school year beginning Friday, September 7, 2015.

Person Responsible

Christopher Camacho

Schedule

Biweekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Student rewards provided

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

The school principal reviews the Positive Behavior Support calendar, expenditures, and attends meetigns to ensure teachers are attending and implementing the program with fidelity.

Person Responsible

Christopher Camacho

Schedule

Biweekly, from 9/4/2015 to 5/27/2016

Evidence of Completion

The number of student rewards being distributed.

| Plan to Monitor Effectiveness of Implementation of G2.B2.S2 | 7 |

The PBS Team will reviewed and monitor student behavior to determine the effectiveness of the PBS Rewards program.

Person Responsible

Christopher Camacho

Schedule

Monthly, from 9/9/2015 to 5/11/2016

Evidence of Completion

Increase in monthly Positive Behavior Plan data and rewards results.

Appendix 1: Implementation Timeline

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

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	Teachers, Instructional Coaches, and administrators will conduct weekly common planning and professional learning community (PLC) meetings.	Camacho, Christopher	9/22/2015	PLC and weekly common planning meeting agendas and minutes	5/27/2016 weekly
G1.B1.S2.A1	During grade-level PLCs, teachers will create pre- and post-test common assessments by deconstructing the Standards and using the data to create intervention/enrichment groups within a class.	Mezger, Michael	8/25/2015	PLC collaboration agenda/forms will be collected, formative assessments developed by teachers, common assessment data templates, rosters of student groupings based on data.	5/24/2016 weekly
G1.B2.S1.A1	Instructional Coaches will support the implementation of high-quality, standard-based instruction through the use of a coaching cycle.	Camacho, Christopher	9/25/2015	Coaching cycle agendas and minutes, including teacher support documentation	5/27/2016 monthly
G1.B2.S2.A1	Instructional Coaches and administrators will identify and develop model classrooms.	McGraw, Sandra	9/21/2015	Administrator and instructional leader feedback on identified model classrooms	10/23/2015 one-time
G1.B3.S1.A1	Through grade-level PLCs, teachers will collaboratively disaggregate data to make instructional decisions for all students.	Camacho, Christopher	9/7/2015	Individual teacher data, school-wide classroom data walls, classroom walkthrough data, both formal and informal, and PLC collaboration minutes	5/27/2016 weekly
G1.B3.S2.A1	Teachers will collaboratively create common assessments, during common planning, based on deconstruction of standards that include open-ended responses. This will include 9-week, standards-based assessments to serve as school-produced benchmark assessments. Professional development will be offered to new teachers, through Professional Learning Communities and common planning sessions, on creating open-ended assessments.	Camacho, Christopher	8/25/2015	Assessments and comprehension checks that are aligned with new Florida Standards.	5/27/2016 annually
G2.B1.S1.A1	Each grade-level administrator will review the school-wide behavior plan with teachers.	Camacho, Christopher	8/24/2015	Meeting agendas and sign-in sheets.	5/27/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S1.A1	Staff will be trained on the expectations of the positive behavior support program and how it is to be implemented.	Camacho, Christopher	8/19/2015	Meeting agenda and deliverables	8/19/2015 one-time
G2.B2.S2.A1	Positive Behavior Support days will be scheduled for every other Friday during the school year beginning Friday, September 7, 2015.	Camacho, Christopher	9/7/2015	Student rewards provided	5/27/2016 biweekly
G1.B2.S2.A2	Utilize model classrooms as support for Teachers In Need (TIN)	McGraw, Sandra	10/26/2015	Classroom walkthrough data, peer observation schedule and teacher reflection.	5/27/2016 monthly
G1.B3.S1.A2	Grade-level teams/Grade-level team leaders will attend other teams' common planning meetings to observe processes that promote effective planning that produces clear deliverables.	Camacho, Christopher	8/31/2015	Common planning sign-in and minutes	5/27/2016 weekly
G2.B1.S1.A2	Throughout the year the teachers will receive MTSS intervention training for behavior, beginning during preplanning.	Turner, Matthew	8/24/2015	The MTSS Coordinator will provide an agenda and sign-in sheets.	5/27/2016 quarterly
G2.B1.S1.A3	Grade-level administrators will conduct quarterly grade-level assemblies to review the OCPS Student Code of Conduct.	Camacho, Christopher	8/24/2015	Agenda, PowerPoint presentation, signed Student Code of Conduct form	5/27/2016 quarterly
G1.MA1	Student achievement data, on standards-based common assessments will be reviewed with teachers at weekly PLC meetings. In addition, classroom observations will be conducted to monitor standards-based instruction. Furthermore, all assessing administrators and Instructional Coaches will attend common planning to ensure effectiveness of standards-based instruction.	Camacho, Christopher	8/31/2015	Progress monitoring through ongoing classroom walkthroughs and student achievement data results on common assessments, and mini assessments	5/27/2016 weekly
G1.B1.S1.MA1	Instructional Coaches and administrators will conduct classroom walkthroughs and provide feedback to instructional staff to improve the effectiveness of implementation. The focus will be on high-quality, standards-based instruction with a focus on higher-order questioning and formative assessments practices that monitor student learning.	Camacho, Christopher	8/19/2015	Classroom walkthrough observation data and instructional leaders meetings to share and discuss weekly observations	5/27/2016 weekly
G1.B1.S1.MA1	Instructional Coaches and administrators will review weekly lesson plans submitted on the school's SharePoint site.	Camacho, Christopher	8/21/2015	Lesson plan review	5/27/2016 weekly
G1.B2.S1.MA1	Instructional Coaches will create and maintain coaching cycle agendas and minutes, including observing classroom instruction and common planning to monitor teacher progress. In addition, weekly lessons will be reviewed to monitor teacher understanding of the Florida Standards.	Camacho, Christopher	9/25/2015	Meeting agendas and minutes will be reviewed at weekly instructional leaders meetings to monitor effectiveness and fidelity of the coaching cycle.	5/27/2016 monthly
G1.B2.S1.MA1	The school principal will conduct weekly instructional leaders meetings to monitor the Instructional Coaches' progress in the implementation of the coaching cycle with identified teachers.	Camacho, Christopher	8/28/2015	Weekly instructional leaders meetings, with principal, assistant principals, and Instructional Coaches, will be held to ensure a common plan is established for the coaching cycle.	5/27/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S1.MA1	Instructional leaders and administrators will conduct weekly PLC and common planning sessions to review the lesson plan process, focusing on student grouping based on student data.	Camacho, Christopher	8/31/2015	Increase in student achievement data on all common assessments.	5/27/2016 weekly
G1.B3.S1.MA1	Instructional Coaches and administrators will attend weekly PLC meetings to monitor discussions pertaining to student data and facilitate conversations around making instructional decisions.	Camacho, Christopher	8/31/2015	Weekly PLC minutes and lesson plans	5/27/2016 weekly
G1.B1.S2.MA1	Instructional Coaches and administrators will conduct classroom walkthroughs and provide instructional effectiveness feedback on the implementation of tiered academic interventions. This will include instructional feedback on the small group, rotational model to include a teacher-led group.	Mezger, Michael	8/25/2015	Classroom walkthrough data using the iObservation instructional tool. In addition, AVID instructional walkthroughs focusing on WICOR, more specifically, reading and writing in the content area, will be conducted and timely feedback will be provided to teachers. As a result, we are expecting an increase in student achievement and a reduction in the number of students receiving intensive math interventions.	5/27/2016 weekly
G1.B1.S2.MA1	Teachers will create and maintain PLC collaboration agenda/notes. Pre- and post-test data on teacher-made common assessments for all students will be collected, intervention/ enrichment groups will be created based on data, and the Math Coach will support grade level PLCs by facilitating meetings and working with students based on groups that are determined by common assessment data.	Mezger, Michael	8/25/2015	PLC collaboration agenda/notes will be collected and pre- and post-test data on teacher-made common assessments for all students will be collected.	5/27/2016 weekly
G1.B2.S2.MA1	Teacher in need (TIN) will be provided class visitations to identified model classrooms.	Camacho, Christopher	10/23/2015	Through classroom observation of TIN classrooms, a determination can be made as to whether instructional growth is taking place.	10/23/2015 monthly
G1.B2.S2.MA1	Instructional coaches and administrators will identify of model classroom(s).	McGraw, Sandra	10/23/2015	List of identified model classroom(s)	10/23/2015 one-time
G1.B3.S2.MA1	Instructional Coaches and administrators will attend all curriculum area PLCs to review student data on common assessments to ensure extended response questions are effectively assessed and used in the instructional decision-making process.	Camacho, Christopher	8/18/2015	Data analysis of common assessments, lesson plan documentation, and PLC collaboration minutes	5/27/2016 weekly
G1.B3.S2.MA1	Instructional Coaches and administrators will review all teacher-made common assessments.	Camacho, Christopher	9/1/2015	Instructional leaders (i.e. principal, assistant principals, and Instructional Coaches) review all assessments to ensure Florida Standards are correctly assessed.	5/31/2016 biweekly
G2.MA1	The PBS Team will monitor the number of PBS and Renaissance rewards distributed.	Camacho, Christopher	8/31/2015	Number of student rewards distributed	5/27/2016 monthly
G2.B1.S1.MA1	The school principal and grade-level administrator designee will disaggregate student behavior reports for Minority Achievement Office (MAO) and Student Behavior Team meetings in order to determine if there has been a decrease in incidences.	Camacho, Christopher	8/24/2015	Discipline reports, attendance reports, PLASCO tracking system reports	5/27/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Grade-level administrators will conduct classroom observations to provide teachers with feedback regarding classroom management techniques.	Camacho, Christopher	8/24/2015	iObservation data, signed code of conduct forms (from students), classroom behavior plans	5/27/2016 biweekly
G2.B2.S1.MA1	The school principal and grade-level administrator designee will monitor the effectiveness of the positive behavior support program by disaggregating student behavior data.	Camacho, Christopher	9/14/2015	Student discipline will decrease as evidenced in the student behavior referrals.	5/27/2016 monthly
G2.B2.S1.MA1	The school principal will attend training meetings to ensure the fidelity of all staff members participating in the program and its use.	Camacho, Christopher	9/7/2015	Meeting notes and sign-in sheets	6/3/2016 biweekly
G2.B2.S2.MA1	The PBS Team will reviewed and monitor student behavior to determine the effectiveness of the PBS Rewards program.	Camacho, Christopher	9/9/2015	Increase in monthly Positive Behavior Plan data and rewards results.	5/11/2016 monthly
G2.B2.S2.MA1	The school principal reviews the Positive Behavior Support calendar, expenditures, and attends meetigns to ensure teachers are attending and implementing the program with fidelity.	Camacho, Christopher	9/4/2015	The number of student rewards being distributed.	5/27/2016 biweekly

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. Student achievement will increase in all content areas through high-quality, standards-based instruction and assessments facilitated through effective, collaborative planning. (Division Priority #1: Accelerate Student Performance)

G1.B2 Teachers need support with deconstructing new Florida Standards and item specifications to support planning and delivery of quality instructional and assessment strategies.

G1.B2.S1 Instructional Coaches will implement the coaching cycle for identified teachers needing support in the implementation of standards-based instruction.

PD Opportunity 1

Instructional Coaches will support the implementation of high-quality, standard-based instruction through the use of a coaching cycle.

Facilitator

Instructional Coaches

Participants

All teachers

Schedule

Monthly, from 9/25/2015 to 5/27/2016

G2. Westridge Middle School behavior occurrences which require discipline will decrease through the implementation of a revised school-wide student behavior plan, Positive Alternative to Student Suspension (PASS), the inclusion of Restorative Justice (RJ) practices, and consistently implementing the Positive Behavior Support program. (Division Priority # 2 Invest in Human Capital)

G2.B1 Teachers exhibit inconsistency in handling both classroom and school-wide behavioalr concerns.

G2.B1.S1 Staff members will be trained on the school-wide student behavior plan and effective school-wide and classroom interventions. This will include the incorporation of Restorative Justice (RJ) practices in school discipline procedures.

PD Opportunity 1

Each grade-level administrator will review the school-wide behavior plan with teachers.

Facilitator

Grade level administrators

Participants

Instructional staff

Schedule

Monthly, from 8/24/2015 to 5/27/2016

PD Opportunity 2

Throughout the year the teachers will receive MTSS intervention training for behavior, beginning during preplanning.

Facilitator

Matthew Turner, grade level administrators, guidance counselors

Participants

Instructional Staff

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

PD Opportunity 3

Grade-level administrators will conduct quarterly grade-level assemblies to review the OCPS Student Code of Conduct.

Facilitator

Grade level administrators

Participants

All students

Schedule

Quarterly, from 8/24/2015 to 5/27/2016

G2.B2 School team members, both instructional and non-instructional, exhibit inconsistency in implementing the Positive Behavior Support program.

G2.B2.S1 Staff will be trained on the school-wide behavior plan, the expectations of the positive behavior support system, Restorative Justice practices, and how they are to be implemented.

PD Opportunity 1

Staff will be trained on the expectations of the positive behavior support program and how it is to be implemented.

Facilitator

Grade level administrators

Participants

All staff

Schedule

On 8/19/2015

G2.B2.S2 The school PBS Team will create a calendar to determine the dates of PBS activities and rewards.

PD Opportunity 1

Positive Behavior Support days will be scheduled for every other Friday during the school year beginning Friday, September 7, 2015.

Facilitator

Administrative deans

Participants

All teachers

Schedule

Biweekly, from 9/7/2015 to 5/27/2016

Technical Assistance Items

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

G1. Student achievement will increase in all content areas through high-quality, standards-based instruction and assessments facilitated through effective, collaborative planning. (Division Priority #1: Accelerate Student Performance)

G1.B1 Teachers exhibit low academic and behavioral expectations of students.

G1.B1.S2 Teachers will implement tiered academic interventions, through all curriculum areas, including small group teacher instruction. Through a teacher-led small group, the teacher can ensure all students receive the same frequency of higher-order questioning and standards-based instruction.

PD Opportunity 1

During grade-level PLCs, teachers will create pre- and post-test common assessments by deconstructing the Standards and using the data to create intervention/enrichment groups within a class.

Facilitator

Michael Mezger and grade level liaisons.

Participants

Math Instructional Staff

Schedule

Weekly, from 8/25/2015 to 5/24/2016

G1.B3 Instructional team members need support with interpreting and effectively using student performance data to drive instructional and assessment practices.

G1.B3.S2 All teacher-made common assessments will incorporate extended writing response style questions for comprehension and testing purposes. However, multiple-choice questions will be included during the school year to prepare students for the state assessment. [copy]

PD Opportunity 1

Teachers will collaboratively create common assessments, during common planning, based on deconstruction of standards that include open-ended responses. This will include 9-week, standards-based assessments to serve as school-produced benchmark assessments. Professional development will be offered to new teachers, through Professional Learning Communities and common planning sessions, on creating open-ended assessments.

Facilitator

Principal, Assistant Principals and Instructional Coaches

Participants

all teachers

Schedule

Annually, from 8/25/2015 to 5/27/2016

Budget

Budget Data

1	G1.B1.S1.A1	Teachers, Instructional Coaches, and administrators will conduct weekly common planning and professional learning community (PLC) meetings.				$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		120-Classroom Teachers	1133 - Westridge Middle	School Improvement Funds		$100.00
2	G1.B1.S2.A1	During grade-level PLCs, teachers will create pre- and post-test common assessments by deconstructing the Standards and using the data to create intervention/enrichment groups within a class.				$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		120-Classroom Teachers	1133 - Westridge Middle	School Improvement Funds		$100.00
3	G1.B2.S1.A1	Instructional Coaches will support the implementation of high-quality, standard-based instruction through the use of a coaching cycle.				$100.00

Budget Data

		Function	Object	Budget Focus	Funding Source	FTE	2015-16
			120-Classroom Teachers	1133 - Westridge Middle	General Fund		$100.00
4	G1.B2.S2.A1	**Instructional Coaches and administrators will identify and develop model classrooms.**					**$0.00**
		Function	Object	Budget Focus	Funding Source	FTE	2015-16
			120-Classroom Teachers	1133 - Westridge Middle			$0.00
5	G1.B2.S2.A2	**Utilize model classrooms as support for Teachers In Need (TIN)**					**$100.00**
		Function	Object	Budget Focus	Funding Source	FTE	2015-16
			120-Classroom Teachers	1133 - Westridge Middle	General Fund		$100.00
6	G1.B3.S1.A1	**Through grade-level PLCs, teachers will collaboratively disaggregate data to make instructional decisions for all students.**					**$100.00**
		Function	Object	Budget Focus	Funding Source	FTE	2015-16
			120-Classroom Teachers	1133 - Westridge Middle	School Improvement Funds		$100.00
7	G1.B3.S1.A2	**Grade-level teams/Grade-level team leaders will attend other teams' common planning meetings to observe processes that promote effective planning that produces clear deliverables.**					**$100.00**
		Function	Object	Budget Focus	Funding Source	FTE	2015-16
			120-Classroom Teachers	1133 - Westridge Middle	School Improvement Funds		$100.00
8	G1.B3.S2.A1	**Teachers will collaboratively create common assessments, during common planning, based on deconstruction of standards that include open-ended responses. This will include 9-week, standards-based assessments to serve as school-produced benchmark assessments. Professional development will be offered to new teachers, through Professional Learning Communities and common planning sessions, on creating open-ended assessments.**					**$100.00**
		Function	Object	Budget Focus	Funding Source	FTE	2015-16
			120-Classroom Teachers	1133 - Westridge Middle	School Improvement Funds		$100.00
9	G2.B1.S1.A1	**Each grade-level administrator will review the school-wide behavior plan with teachers.**					**$100.00**
		Function	Object	Budget Focus	Funding Source	FTE	2015-16

Budget Data

		110-Administrators	1133 - Westridge Middle	General Fund		$100.00
10	G2.B1.S1.A2	**Throughout the year the teachers will receive MTSS intervention training for behavior, beginning during preplanning.**				**$100.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
		120-Classroom Teachers	1133 - Westridge Middle	General Fund		$100.00
11	G2.B1.S1.A3	**Grade-level administrators will conduct quarterly grade-level assemblies to review the OCPS Student Code of Conduct.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1133 - Westridge Middle			$0.00
12	G2.B2.S1.A1	**Staff will be trained on the expectations of the positive behavior support program and how it is to be implemented.**				**$0.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1133 - Westridge Middle			$0.00
13	G2.B2.S2.A1	**Positive Behavior Support days will be scheduled for every other Friday during the school year beginning Friday, September 7, 2015.**				**$2,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			1133 - Westridge Middle	General Fund		$2,500.00
					Total:	**$3,400.00**