Westbrooke Elementary

2015-16 School Improvement Plan

Westbrooke Elementary

500 TOMYN BLVD, Ocoee, FL 34761

www.ocps.net/lc/west/ewe

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	42%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	54%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	A	B	A

*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

Teachers participated in professional development during the first few weeks of the school year regarding establishing appropriate relationships with students and communicating positively with parents. Teachers and staff members are active members of Parent Teacher Organization and participate in school wide functions and events outside of the school day with students and their families.

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

Safety of all students, staff members and visitors is the top priority at Westbrooke Elementary School. Specific pick up, drop off and visitor procedures are published and communicated with all stakeholders in an effort to have efficient and safe operations. Anyone visiting the school must sign in at the front office. Anyone picking up a child must present picture identification or must have a current school-issued car tag. We also adhere to district expectations of consistent participation in safety drills which include fire drills, severe weather drills and active assailant (lockdown) drills. School cleanliness is a top priority as well, to prevent the spread of diseases and to promote a culture of pride among all stakeholders. The assistant principal routinely monitors custodial crew members and communicates areas of strength and need as needed. Cleanliness expectations are shared with all staff members and students, but it is ultimately the custodial crew's responsibility to maintain cleanliness of the school.
School wide procedures and expectations have been developed and posted for common areas including cafeteria and hallways. CHAMPs (Conversation, Help, Activity, Movement, Participation, Success) and voice level expectations are listed in classrooms and common areas. They are reviewed daily by classroom teachers and by staff on duty.
Social interaction expectations are posted in every classroom and are reviewed daily via CCTV (Use Your PAWS). In addition, Project Wisdom messages are shared daily via CCTV to all students. These messages are based on positive character traits and are used as springboards for classroom discussions to help with the development and support of positive classroom cultures.

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

Westbrooke has implemented CHAMPS by providing several PD sessions presented by specifically trained teachers. These teachers leaders attended extensive CHAMPs training then developed a

series of professional development presentations for all peers. The expectation is that CHAMPs strategies are implemented consistently, school-wide.

School wide positive behavior supports strategies are in place to recognize appropriate student behaviors. This includes tickets earned by students caught making good choices (individually earned, classroom applications), student of the week (classroom level), Pick of the Pride (weekly, grade level wide), Future Leader of America (monthly, classroom level recognizing exemplar character), Pride Paws (cafeteria behavior, class level).

All classroom teachers have established clear behavior and social expectations within their classrooms. There are structures in place which include visual reinforcement and tracking of student behavior, leading to positive recognition or consequences as needed. Students who require additional behavioral supports are offered individual tracking systems with more frequent reinforcements for positive behavior.

The school's dean and administrative team support teachers to meet individualized needs of students requiring more specific behavior interventions.

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

Westbrooke's mentoring program, The Learning Connection (TLC), is structured to offer weekly mentoring sessions for students who have been identified to have social and emotional needs, evident by academic and/or behavioral data. Students meet with their mentors weekly, and students and mentors are invited to monthly breakfast sessions (breakfast provided by the parent teacher organization- PTO) to listen to a guest speaker. Students are asked to reflect on what they've heard or discussed, and set personal goals. Students also have mentoring folders which they take with them to both the mentoring sessions and the breakfasts so that mentors can write notes or comments for the teachers and vice versa. In the spring of 2015, COMPACT, a community service mentoring program, partnered with Westbrooke to offer additional training and support. Through COMPACT, we were able to select a "student of the year" who will be honored at an evening dinner with her family. Identified students also participate in social skills lessons, provided by our varying exceptionalities teacher. During this small group or one on one session, students use social stories to learn strategies regarding how to interact successfully with classmates or how to deal with potentially stressful situations. These programs are all evaluated regularly during administrative or MTSS meetings, to ensure they are effectively supporting student needs.

Teachers are provided with yearly overview training regarding the MTSS, IEP, 504 and Gifted referral processes. An MTSS coach assists teachers in completing the proper progress monitoring Student social and emotional needs are met through classroom character education lessons, following the district character education schedule (one focus trait per month). The dean shares lesson plan ideas with teachers, the assistant principal writes an article communicating character expectations in the school wide newsletter, the principal shares Words of Wisdom (from Project Wisdom- a character education program with daily scripts to share with students). Our dean is also a school guidance counselor and meets with students as needed throughout the year. She also recognizes exemplar students who display the monthly character trait during a lunch-time celebration honoring students as "Future Leaders of America". These students proudly receive pencils, certificates and restaurant gift certificates as they are called up to the stage to receive these, witnessed and cheered on by all their peers.

There is a referral process for teachers to refer students who may need the involvement or intervention from the school social worker, or who may need counseling services. There are some private service counseling providers which partner with the district to provide those services during the school day on our campus.

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

Student attendance, academic progress and test scores are monitored throughout the school year to identify students who have early warning signs. The Registrar runs attendance reports, the dean monitors suspensions, and administration monitors course failures and low proficiency scoring students in reading and 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
	K	1	2	3	4	5	
Attendance below 90 percent	8	2	6	5	6	5	32
One or more suspensions	2	2	1	1	1	0	7
Course failure in ELA or Math	12	9	25	30	34	25	135
Level 1 on statewide assessment	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
	K	2	3	4	5	
Students exhibiting two or more indicators	3	2	2	4	2	13

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

Child study teams meet with parents of students with a pattern of excessive tardies or absences. Professional development was provided to teachers regarding classroom management to prevent the escalation of student behaviors that would potential lead to a referral. Classroom referral forms were shared with teachers to track Level 1 and 2 offenses to progress monitor behavior and provide administrative support for proactive measures to prevent Level 3 and 4 offenses.
Each grade level has established a process to ensure students do not earn "0" for missing work. In addition, grade levels have established a process to allow students to reattempt one failing assignment score per marking period.
Intervention protocols are in place to provide targeted instruction for students earning below grade level expectations on statewide assessments.

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?
No

PIP Link
The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Westbrooke Elementary School will continue to promote parental involvement by providing opportunities for parents to engage in their students' learning directly, through volunteering in classrooms or by attending school wide functions. In-class volunteering includes buddies with students identified in lowest 25% based on state assessment achievement. These volunteers will assist students during lessons, facilitating small group centers or providing one on one assistance as planned by the teacher. School wide functions planned again for this year are: Meet the Teacher, Open House, Curriculum Night, Science Fair, Fall Carnival, Father-Daughter Ball, Mother-Son Event, and Family Fun Night. Parents are also encouraged to participate in PTO general meetings and the School Advisory Council.

The school's purpose has been presented to stakeholders via a "theme". We use various forms of communication to inform stakeholders about the school's purpose (i.e. newsletters, Connect Orange phone messages, and our student handbook). Our Vision is "To be the top producer of successful students in the nation" and our Mission is to "Lead our students to success with the support and involvement of families and the community."

Each year, parents, teachers, and students have been given the opportunity to provide feedback with our Annual School Survey. These results have been shared with stakeholders during our SAC (School Advisory Council) meetings and during staff meetings. SAC members include both parents and teachers.

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

Westbrooke administration and teachers collaborate closely with our PTO volunteers and Partners in Education liaison to secure resources for school purposes. Monthly spirit nights are scheduled at local businesses and are promoted with school families, encouraging participation to support these local businesses, which in turn support the school through donations. Student achievement is also supported by local businesses as they offer gift certificates, discounts or coupons to recognize students for attendance, behavior or academic achievements.

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
Couret, Michelle	Principal
Williams, Michele	Instructional Coach
McRae, Taja	Dean
Green, Leslee	Other
Johnson, La Donna	Assistant Principal
Hunsinger, Jennifer	Instructional Media
Eddy, Julie	Teacher, ESE
Silvester, Jody	Instructional Coach

Duties

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

Principal Administration Team Member
• Demonstrates resiliency in pursuit of continuous school improvement guided by what is best for all students.
• Monitors the school and classrooms for comprehensible instruction delivered to ELL & VE students
• Monitors the achievement of students and closing achievement gaps for student subpopulations.
• Monitors instructional planning, classroom instruction and is aware of predominant instructional practices.
• Uses indicators from the instructional evaluation system to monitor, evaluate proficiency, and provide timely, actionable feedback to faculty on the effectiveness of instruction correlated with student achievement data.
• Establishes and/or communicates the following expectations to appropriate stakeholders:
o School's vision, mission and goals
o Instructional and professional expectations
o Student learning requirements, academic standards, and all other local, state, and federal administrative requirements and decisions
o The school learning environment supports student engagement and is preparing students for life in a democratic society and global economy
o Success of the whole school, as well as individuals within the school
o School Improvement Plan
• Develops and Implements structures to analyze and interpret student data to determine effectiveness of instruction and interventions (school-wide, grade-wide, class-wide, and with specific student sub-groups) to help all students meet goals.
• Responsible to implement, lead and supervise:
o Weekly Admin team meeting to include reporting on teacher observation data, student data, trends, needs and successes.
o Weekly Grade Level PLC meetings to review student data and plan effective, standards-based classroom instruction
o Every 1-3 weeks: Classroom visits and observations.
o Yearly or bi-yearly, evaluates faculty using district instructional framework
o Yearly, evaluates classified personnel using district systems
o Monthly Leadership Council meetings (Admin, resource and instructional team leaders)
o Monthly SAC meetings to include parent, faculty, staff and community stakeholders
o Monthly school-wide job-embedded professional development directly related to their instructional growth goals and consistent with student achievement
• Maximizes the impact of school personnel, fiscal and facility resources.
• Effectively employs, supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans to serve the school population.
• Responsible for the safe operation and management of all activities and functions at the school
• Responsible for school and community relations with parents, community members and businesses
• CPI Certified
Assistant Principal Administration Team Member
• Administrative Designee when Principal is off campus
• ESE Administrator: Responsible to oversee and manage all ESE, MTSS, DARE related programs and responsibilities (including but not limited to: SLD, ASD, EBD, OHI, S/L, Gifted, 504s, MTSS), participate in meetings as needed, ensure compliance with district, state and federal mandates
• Monitors instructional planning, classroom instruction and is aware of predominant instructional practices.
• Uses indicators from the instructional evaluation system to monitor, evaluate proficiency, and provide timely, actionable feedback to faculty on the effectiveness of instruction correlated with student achievement data.
• Responsible to support, participate in and/or conduct:

o Weekly Admin team meeting, Grade Level PLC meetings
o Every 1-3 weeks: Classroom visits and observations
o Yearly or bi-yearly, evaluates faculty
o Yearly, evaluates classified personnel
o Monthly Leadership Council meetings, SAC meetings, school-wide job-embedded professional development
• Responsible for all facilities-related issues including:
o posting and following up on work orders
o scheduling and monitoring after school enrichment, church, PTO and community facility use agreements
o cleanliness of facility
o property inventory and records
o energy management
o fire/health code compliance (drills, inspections, reporting)
o Radios
• Share Point site manager: Responsible for all schedules including: SA/Lunch, duty schedules, picture, hearing, vision & A/C
• Transportation coordinator
• Responsible for student supervision
• Virtual School Contact and approves courses (with Principal's approval)
• Completes a monthly submission for the school wide newsletter
• Coordinates Student of the Week program, Pick of the Pride lunches (printing of achievement awards, certificates, setting up lunch in conference room for P of P)
• Coordinates printing of academic, attendance and character certificates each grading period
• Plans, coordinates & schedules resources for TLC mentoring program (The Learning Connection)
• Develops and implements the School Improvement Plan throughout the school year. Leads scheduled SAC meetings and uploads minutes onto district site.
• Coordinates a monthly submission schedule: Grade level teams submit pictures and articles to be printed in the West Orange Times (collaborate with PTO PR representative)
• South West Bulletin contact person
• Five Star School Coordinator
• Other duties as assigned by the principal.
Instructional Coach, Curriculum Resource Teacher & Reading Coach Resource Team Member
• Administrative Designee when Principal and Assistant Principal are off campus
• Building Level Assessment Test Coordinator: FSA, MAP, FLKRS, CFE, ETC.
• Performance Matters contact and champion
• Attends weekly Admin Team Meetings, reporting on teacher observation data, state, district and school student data and testing updates
• Positively supports and promotes school initiatives with all staff members and stakeholders Addresses concerns proactively and in support of school goals
• Provides Principal with analysis of available data
• Conducts informal observations as assigned by the principal
• Responsible for overseeing the K-5 curriculum frameworks addressing the Florida Standards
• Chairperson for the SAC and ensures development of School Improvement Plan
• Assists principal in coordinating and implementing school wide staff development schedule in accordance with the School Improvement Plan and identified teacher needs
• Instructional Coach
• Responsible for professional development calendar and implementation
• Collects, and submits professional development points for teachers
• Textbook Manager (backed up by Media Specialist) Responsible for:
o maintaining inventory,
o check out system,
o organization and availability of all instructional and state adopted materials

• Responsible for student intern placements
• Responsible for beginning teacher program
• Responsible for inventory and ordering of all curriculum materials
• ADDitions Coordinator: Assists with field trip and volunteer applications
• Coordinates Teach-In, Oration Contest
• Collaborates with MTSS Coach and Staffing Coordinator regarding the progress monitoring of lower performing students
• Completes a monthly submission for the school wide newsletter
• Assists with student supervision during specified duty times
• Assists staff with student assessment information and progress monitoring questions
• CPI Certified
• Complete other duties as assigned by the principal
Media Specialist & Math Coach Resource Team Member
• Responsible to establish, oversee and maintain an open concept media center, to include unscheduled visits by small groups of students and scheduled class visits
• Develops and implements specific media center policies
• Serves as school math coach, providing resources, support and PD as needed
• Teaches daily intervention group(s) of students, tracking data and collaborating with classroom teachers to address student needs
• Admin team member, attending weekly Admin Team Meetings, reporting on student data and digital program usage
• Positively supports and promotes school initiatives with all staff members and stakeholders. Addresses concerns proactively and in support of school goals.
• Serves as school's CAPE Digital Certification Contact
• Serves as a Co-Textbook Manager (with CRT)
• Serves as Co-Literacy/Reading Coach backup (with MTSS coach, backing up CRT)
• Develops and promotes school wide reading practices, themes, literacy programs and contests for the school (AR, Reading Plus, Lexia, etc.)
• Promotes state reading contests (Sunshine State Books, FRA, etc)
• Collaborates with PTO to establish and promote school-wide Accelerated Reader/ STAR Assessment Program, Read-A-Thon, Battle of the Books
• Coordinates and monitors school-wide digital practices including the regular use of Reading Plus, Lexia and I-Ready (math)
• Plans, organizes and executes an end of year culminating reading celebration for the entire student body
• Oversees the purchase and deletion of library collection materials, including Guided Reading library items
• Communicates as staff/ PTO liaison
• PIE Coordinator: Oversees PTO volunteers who enlist PIEs and ensures proper online registration
• Coordinates, promotes and runs Scholastic Book Fairs- Fall and Spring
• Coordinates the Read2Succeed program for 2nd grade
• Approves and schedules educational classroom videos
• Coordinates CCT.V. production lab for morning announcements
• Oversees use of poster maker and laminator (scheduled use, once per week)
• Coordinates and monitors student use of media computer lab before and after school
• Coordinates, promotes and runs student Book Club(s)
• Completes a monthly submission for the school wide newsletter
• Assists with student supervision during specified duty times
• Supports grade level teams with curricular/media needs
• Complete other duties as assigned by the principal
Other (Staffing Coordinator/ CCT) Resource Team Member
• Admin team member
• Attends weekly Admin Team Meetings

• Positively supports and promotes school initiatives with all staff members and stakeholders. Addresses concerns proactively and in support of school goals
• Serves as LEA representative for all mandated documents for ESE students (and 504s)
• Responsible for the scheduling and execution of gifted screenings for identified students
• Responsible for timely and accurate compliance of district, state and/or federal required documentation for ESE students (accommodations, modifications, IEP plans, testing schedule, etc)
• Responsible to schedule and monitor all ESE, MTSS, and ESOL related programs and responsibilities (including SLD, ASD, EBD, S/L, Gifted, 504s, MTSS, ESOL), participate in meetings as needed, and ensures compliance with district, state and federal mandates.
• Along with MTSS coach, keeps track of all MTSS documentation, including data gathered by the teachers as well as data generated from intervention work with the child
• Responsible to serve as school point of contact with ESE and ESOL district personnel and as liaison between school administrators and district personnel
• Coordinates all attendance and student intervention meetings with registrar and school social worker
• Assists CRT with standardized testing to ensure proper modifications and accommodations for ESE and ESOL students
• Collaborates with teachers when scheduling and providing appropriate interventions for students in the ESE program, in compliance with IEPs
• Responsible for all compliance and district required documentation for ESOL students (monitoring forms, accommodations, modifications, LEP plans, testing schedule, etc)
• Assist with registration and ESOL identification of new students/ w registrar
• Coordinates all ESOL staffings with registrar
• CELLA testing Coordinator
• Leads and serves as the liaison for the PLC (Parent Leadership Council) and school administration
• Conducts student observations as assigned by the principal
• Assists with student supervision during specified duty times
• Completes a monthly submission for the school wide newsletter
• Alternative Assessment Coordinator (if necessary)
• Completes other duties as assigned by the principal
Dean Resource Team Member
• Admin Team member
• Attends weekly Admin Team Meetings, reporting on student behavior, progress, character education updates and social services initiatives
• Responsible for student supervision, discipline referrals, outcomes and reporting
• Communicates with teachers and parents regarding student behavior concerns and consequences
• Completes all entries on SMS for student referrals, and communicates suspension dates and details with registrar
• Primary responder for student behavior needs
• Discipline school lead teacher, providing support, professional development and monitoring
• Collaborates with registrar to identify FRL and at risk students
• Institutes progressive discipline following school and district procedures
o Warnings
o Walk n' Talks
o In-House forms
o Student Code of Conduct policies
• Organize and implement Bully Prevention and Character Education Programs for school
• Collaborates with teachers and Staffing Coordinator when designing plans for students with general behavior problems (MTSS Process) including development of Develop BASP and BIPS for students as needed (includes ESE teacher)
• School-based coordinator for the Social Security/Disability forms, Homeless and Foster Care (share information with appropriate school staff, have primary responsibility for coordinating/monitoring the support and educational interventions for the homeless/foster care student(s); will also communicate

with caseworkers and/or foster parents/residential facility directors.)
• Coordinates collection and distribution of items to families in need
o Coordinate S.T.A.R. Back pack program (if available)
o Homeless liaison
o Helping Hands/PTO liaison
• Oversees PASS (Positive Alternative to School Suspension) program (formerly ISS)
o Orientation/ Review of expectations
o Time for Academic assignment completion
o Social Skills/ Character Development session
o Address Infractions, including developing behavior agreement with student for next time that situation arises
o Provide a Service Opportunity (for a higher purpose)
o Assure Lunch and restroom breaks are provided
o Conference/Reflect with student using rubric
o Collect and submit PASS data to WLC or district office
• Assists with direct student supervision during specified duty times
• Completes a monthly submission for the school wide newsletter
• CPI Certified
• Completes other duties as assigned by the principal
ESE Teacher
• Responsible for timely IEP development, reevaluations/reviews and meetings in compliance with district state, and/or federal mandates
• Responsible for meeting all IEP requirements for VE students
• Effectively collaborates and communicates with classroom teachers regarding needs, ideas and support related to differentiating lessons and implementing effective strategies and accommodations for VE or potential VE students
• Executes and/or coordinates effective daily interventions with identified groups of students as identified on their IEPs
• Actively Progress Monitors students' academic growth
• Prepares and participates in meetings as needed
• Effectively communicates with teachers and parents regarding student progress
• Assists classroom teachers with parent conferences for VE students, as needed
• Collaborates with CRT to provide professional development for teachers as needed
• Assists with student supervision during specified duty times
• Completes other duties as assigned by the principal
Instructional Coach, MTSS Coach Resource Team Member
• MTSS Coordinator: Facilitates the MTSS process with teachers to identify at-risk or low performing students, monitor their progress, complete all appropriate tracking of data, communicate with all stakeholders to address student needs
• Admin team member, attending weekly Admin Team Meetings, reporting on student monitoring data
• Positively supports and promotes school initiatives with all staff members and stakeholders. Addresses concerns proactively and in support of school goals
• Serves as Co-Literacy/Reading Coach backup (with Media Specialist, backing up CRT)
• Serves as Academic Coach (along with CRT and Math Coach)
• Conducts informal observations as scheduled by the principal
• Teaches daily intervention group(s) of students, tracking data and collaborating with classroom teachers to address student needs
• Provides Principal with analysis of available data
• Completes individual gifted screenings for identified students, reporting findings to Staffing Coordinator
• Completes a monthly submission for the school wide newsletter
• Assists with student supervision during specified duty times

• CPI Certified
• Completes other duties as assigned by the principal

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 data-based problem solving process will be implemented through monthly data meetings (child chats). During these meetings classroom teachers will share specific individual student information with the MTSS Team. Information reviewed will include academic scores, behavioral concerns, social/ emotional needs and information on parental support. This information will be analyzed by the MTSS team and the classroom teacher to determine what barriers may be significantly impacting a student's progress. The MTSS team will develop an individual plan of action for students which address identified barriers impeding their success. Plans developed may include additional support through intervention groups, after school tutoring, assistance with increasing parental support, psychological referrals, social worker referrals, behavior plans, mentoring program and/or additional strategies designed to meet individual student needs.

Westbrooke also provides free tutoring services for students. The tutoring focuses on academic gaps after school two days a week.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Michelle Couret	Principal
Michele Williams	Teacher
Denise Bianchi	Parent
Cheri Townley	Parent
Christine Gramaglia	Parent
Leslee Green	Teacher
Chuck Holliday	Business/Community
Mandie Porter	Parent
Jasmine Ellis	Parent
Stephanie Simmons	Teacher
Jennifer Hunsinger	Teacher
Melissa Amoux-Riley	Parent
Taja McCrae	Teacher
Carmen Outar	Parent
Elismary Padilla	Education Support Employee
Florence Scott	Parent
Patrick Jones	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

During SAC meetings, parts of the SIP were reviewed and input was solicited from SAC members. Progress monitoring data and/or classroom strategies implemented were reviewed during monthly SAC meetings to determine school wide progress towards SIP goals.

Development of this school improvement plan

During the last SAC meeting of the 2014-2015 school year, the SAC committee reviewed the stakeholder survey results. These results were also analyzed to determine three areas of strength and three areas of opportunity. The SAC also collaborated to develop a list of possible activities to address the areas of opportunity. These contributions have been considered when developing the current school year's SIP. During the September and October meetings, current data, previously made recommendations, and the SIP draft will be reviewed and updated using SAC members' input.

Preparation of the school's annual budget and plan

Based on school survey results and changes in scheduling requirements, the SAC discussed the addition of an art position to be added on the instructional staff and its impact on school budget. As a result, a science position was replaced by the art position.

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

SIP funds rolled over to the 2015-2016 budget from last year.

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
Couret, Michelle	Principal
Hunsinger, Jennifer	Instructional Media
Williams, Michele	Instructional Coach
Silvester, Jody	Teacher, PreK
Johnson, La Donna	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Accelerated Reader: Along with parent volunteers, the Literacy Leadership Team will continue to support and monitor this school wide program that recognizes and rewards students for their outstanding accomplishments in reading.
Read-A-Thon and Battle of the Books: Students will participate in these reading challenges that reward individual classrooms and/or students for the most books read within a specific time frame. This program motivates students by promoting individual and classroom goal setting and

achievement while also providing friendly competition between classes.
Sunshine State Readers: Students in grades 3-5 will be encouraged to read books that have been selected as Sunshine State Readers. Yearly incentives will be incorporated throughout the school year including recognition on our morning announcements closed circuit TV show.
Usage of instructional Technology programs (Reading Plus and Lexia) will be monitored. Students will develop individual goals and will be celebrated as they achieve progression towards their goals.
LLT will provide support in professional development sessions regarding guided reading strategies, determining rigor of standards, deconstructing standards and unit planning.

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

Grade level teams meet weekly to plan after reviewing, analyzing and deconstructing grade level standards. Grade level teams will be provided additional half or full day planning sessions throughout the year to create unit plans addressing the Florida Standards. Grade levels will meet with MTSS team members to review student data and identify instructional strategies to be adjusted or implemented.
In order to implement a more effective continuous improvement process, we formalize our PLC (Professional Learning Community) meetings by having a consistent meeting agenda which include the FCIM framework and PLC guiding questions. (What do students need to know? How will we determine if they've learned it? What will we do for those students who haven't learned it? What will we do with students who have already learned it?) We will also have leadership team members attend grade level PLC meetings each month, formally discussing and documenting the discussions regarding continuous improvement for student learning and supports for learning. Grade level data sharing will be structured so that teachers within grade level teams can share data and discussions can take place for additional intervention or enrichment strategies.

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

Westbrooke administrators follow OCPS district policies, processes and procedures to hire, place and retain qualified professional and support staff each year. When a position needs to be filled, it is posted on the district website for qualified applicants to apply. District personnel and school administrators review applicants to determine eligibility. References are called regarding applicants whose qualifications match the needs of the position before applicants are called in for an interview. In addition, qualified teacher applicants sometimes directly communicate with school administrators to inquire about possible positions.
Highly qualified teachers will be retained through numerous supports including the establishment of professional learning communities, offering differentiated professional development opportunities through Deliberate Practice, encouraging peer mentoring and providing leadership opportunities.

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

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. Westbrooke utilizes the districts "Great Beginnings" program that provides new teachers with professional development to increase their skill base and build competencies. New teachers are also paired with a veteran teacher to serve as a resource for support and guidance. New teachers are also part of our "New Wildcats" group, which meets once a month to answer questions and help teachers learn more about our school culture, policies and procedures. As an additional resource, the school has

reached out and created opportunities for some of our veteran teachers to work with college interns from local colleges.

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

Beginning of the year assessments (i-Ready- Math, SRI-Lexiles, MAP-Measures of Academic Progress- Reading and Math) are used to identify students in need of interventions or enrichment at the beginning of the school year. Teacher created, formative and summative assessments are used throughout the year to monitor student progress.
Interventions are provided for identified students during: 1) small group instruction in the regular reading or math block 2) through intervention groups during a designated intervention/enrichment block, at least 3 times per week.
In both scenarios, groups are fluid, and students can be moved to different groups based on the formative data. Teachers use data to drive their instruction.

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: 3,000

After school tutoring in reading for small groups of students from grades 3-5.

Strategy Rationale

Additional exposures to content and academic experiences will help struggling learners to attain basic skills at increased levels of rigor.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Williams, Michele, michele.williams@ocps.net

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

Pre and post evaluation measures will be used to rate the effectiveness of this strategy (Lexile scores)

Strategy: After School Program

Minutes added to school year: 10,800

Several after school enrichment programs are offered including Spanish, art, dance, gymnastics, running club, golf and kids engineering with "legos."

Strategy Rationale

The data indicates the need for enrichment opportunities for students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Johnson, La Donna, ladonna.johnson@ocps.net

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

The effectiveness of the after school enrichment programs will be measured through parent survey and other forms of formative assessments.

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

The instructional coach and kindergarten team have developed and initiated a plan to assess the academic readiness skills of all incoming preschoolers. In addition, the staffing specialist has been

trained to meet the needs of incoming preschoolers already identified through Preschool Diagnostic Intervention Services.

Students in 5th grade are visited by middle school personnel to present information, review schedule options and answer questions. Most students also visit their zoned middle school during a tour of the new school while in 5th grade. In addition, parents and students are invited to an "incoming 6th grade" event.

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

Westbrooke implements several strategies to advance college and career awareness. All faculty members display their college or university Alma mater on their door. Students and staff are encouraged to wear college paraphernalia on the last Friday of the month. Over 30 university flags are displayed throughout the cafeteria.
In November, we invite community members to share about their jobs or careers during our annual Teach In Day.

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

Westbrooke incorporates non-fictional text to teach students about world history and the community to prepare them for the career and technical fields. Students participate in classroom, STEM activities at least quarterly. A Family STEM night will also engage students and their families with various activities.

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

Westbrooke Elementary School participates in the OCPS Teach-In Program. Westbrooke incorporates STEM activities within the classroom lessons and during the enrichment block.

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

N/A

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:

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 with the implementation of the MTSS process (Division Priority: Narrow Achievement Gap)

G2. Teachers will use collaborative lesson planning to focus on standards-based instruction and thereby, improve teacher proficiency and student achievement. (Division Priority: Accelerate Student Performance)

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 with the implementation of the MTSS process (Division Priority: Narrow Achievement Gap) `1a`

🔍 G072897

Targets Supported `1b`

Indicator	Annual Target
AMO Reading - All Students	87.0
FCAT 2.0 Science Proficiency	75.0
AMO Math - All Students	85.0

Resources Available to Support the Goal `2`

- MTSS school coach will: Schedule monthly collaboration meetings with teachers.

- MTSS school coach will: Schedule monthly collaboration meetings with teachers.

- MTSS school coach will: Monitor student interventions and progress.

- MTSS school coach will: Provide support and guidance to teachers as they navigate the process.

- MTSS district coach will: Support the school based coach by reviewing documentation and data.

- IMS

Targeted Barriers to Achieving the Goal `3`

- Limited teacher understanding of his/her role once the student is in the MTSS process.

Plan to Monitor Progress Toward G1. `8`

Student performance data will be analyzed to determine student achievement gains towards increasing their performance on the FSA ELA and Math tests.

Person Responsible
Michelle Couret

Schedule
Every 6 Weeks, from 8/24/2015 to 6/10/2016

Evidence of Completion
Student performance data analyzed throughout the year will include Lexile scores, MAP scores and i-Ready scores. These will be reviewed to monitor the effects of the MTSS implementation on student achievement. Evidence will also include increased student proficiency scores on the FSA ELA and Math tests.

G2. Teachers will use collaborative lesson planning to focus on standards-based instruction and thereby, improve teacher proficiency and student achievement. (Division Priority: Accelerate Student Performance)
1a

Targets Supported 1b

G072898

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	90.0
FCAT 2.0 Science Proficiency	75.0
AMO Reading - All Students	87.0
AMO Math - All Students	85.0

Resources Available to Support the Goal 2

- Reading coach and principal have presented information regarding standards based planning.

- The master schedule has been adjusted to increase time for teachers to collaborate.

- Reading coach and/or administrators will push in to grade level planning sessions.

- Half day and full day planning sessions have been scheduled to provide teachers time to deconstruct standards and develop standards-based unit plans, activities, goals and formative assessments.

- District instructional coaches will provide support to school based coaches as needed.

- IMS

Targeted Barriers to Achieving the Goal 3

- Teachers have limited understanding and capacity when deconstructing standards and developing standards-based unit plans, activities, goals and formative assessments.

Plan to Monitor Progress Toward G2. 8

Increased student achievement as a result of increased implementation standards-based lessons.

Person Responsible
Michelle Couret

Schedule
Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion
Unit plans, formative assessments of professional learning, i-observation data (regarding learning goals and scales), student achievement data (including formative, standards based assessments, Lexile scores, MAP and i-Ready scores) will be monitored to determine progress towards meeting the goal.

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 with the implementation of the MTSS process (Division Priority: Narrow Achievement Gap) 1

🔑 G072897

G1.B1 Limited teacher understanding of his/her role once the student is in the MTSS process. 2

🔑 B190322

G1.B1.S2 Provide teachers consistent support as they work with students through the MTSS process via frequent monitoring and guidance by the MTSS coach. 4

🔑 S201715

Strategy Rationale

Consistent side by side support from the MTSS coach will build teacher capacity with regards to the effective implementation of the MTSS process.

Action Step 1 5

The MTSS coach will provide teachers professional development to increase their capacity when working with students through the MTSS process.

Person Responsible

Jody Silvester

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

MTSS documentation, MTSS meeting logs, student performance data and graphs

Action Step 2 `5`

The MTSS coach will schedule monthly collaboration sessions (child chats) to: provide teachers guidance about the MTSS process, provide research based materials for Tier II and Tier III instruction and monitor student progress.

Person Responsible

Jody Silvester

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

MTSS documentation, MTSS meeting logs, student performance data and graphs

Action Step 3 `5`

The leadership team will conduct observations during the intervention block to ensure differentiation and monitoring of student's progress.

Person Responsible

Michelle Couret

Schedule

Weekly, from 9/28/2015 to 6/10/2016

Evidence of Completion

i-Observation data and feedback during the intervention block

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

Administrators will monitor MTSS documentation and student progress for those students in Tier II or Tier III of the MTSS process with the MTSS team on a monthly basis. Professional Development will be offered by the MTSS coach to all teachers, followed up by these scheduled, monthly collaboration meetings.

Person Responsible

Michelle Couret

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

MTSS documentation including meeting logs, meeting notes, student performance evidence and data will be reviewed to determine that the process is being implemented with fidelity. Teachers will complete exit tickets after professional development or collaboration meetings to assess their understanding of their role with students in the MTSS process. Student data will include both formative assessment data and summative assessment data. Formative assessment data will include specific data tracking skill(s) being assessed for each individual student (e.g. vocabulary, Comprehension skills, sight words, letter or number identification) Summative data points will include MAP (Reading and Math, K-3), i-Ready (Math- K-5), Reading Plus (Lexile scores- grades 3-5)

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

MTSS meetings and student progress will be monitored for timely and effective implementation during observations.

Person Responsible

Michelle Couret

Schedule

Monthly, from 8/24/2015 to 6/10/2016

Evidence of Completion

MTSS documentation including meeting logs, meeting notes, student performance evidence and data will be reviewed to determine that the process is being implemented effectively during observations.

G2. Teachers will use collaborative lesson planning to focus on standards-based instruction and thereby, improve teacher proficiency and student achievement. (Division Priority: Accelerate Student Performance) 1

🔑 G072898

G2.B1 Teachers have limited understanding and capacity when deconstructing standards and developing standards-based unit plans, activities, goals and formative assessments. 2

🔑 B190324

G2.B1.S2 Provide a series of professional development sessions to include the following topics: Rigor, DOK, deconstructing standards, creating appropriate scales with increased complexity, standards-based unit planning. 4

🔑 S201718

Strategy Rationale

Increased teacher understanding of these strategies will increase effective implementation and student achievement.

Action Step 1 5

We will develop and provide a series of professional development sessions to address teacher needs as identified on surveys and initiatives.

Person Responsible

Michele Williams

Schedule

Monthly, from 8/19/2015 to 6/10/2016

Evidence of Completion

Increased use of Marzano strategies as evidenced by i-Observation data

Action Step 2 5

Grade level teams will collaborate during provided planning days to deconstruct standards and develop standards-based lesson plans, activities, goals and formative assessments.

Person Responsible

Michele Williams

Schedule

Monthly, from 8/17/2015 to 6/10/2016

Evidence of Completion

Evidence will include actual lesson plans, deconstructed standards (learning goals and related scales) and formative assessments.

Action Step 3 5

The leadership team will conduct i-Observations and provide teachers feedback as it relates to the development of standards-based lesson plans/delivery, activities, goals and formative assessments.

Person Responsible

Michelle Couret

Schedule

Weekly, from 9/28/2015 to 6/10/2016

Evidence of Completion

i-Observation data and feedback to teachers and lesson plans

Action Step 4 5

Teachers will have the opportunity to conduct peer observation as it relates to standards-based delivery.

Person Responsible

Michele Williams

Schedule

Weekly, from 10/1/2015 to 6/10/2016

Evidence of Completion

Peer observation logs

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Monitoring participation in professional development, unit plans and classroom implementation

Person Responsible

Michelle Couret

Schedule

Monthly, from 9/8/2015 to 6/10/2016

Evidence of Completion

Increased development and implementation of standards based lesson plans, formative assessments of teachers' professional learning, i-Observation data and student achievement data (including formative, standards based assessments, Lexile scores, MAP and i-Ready scores) will be monitored for fidelity of implementation.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 `7`

Through i-Observation, the leadership team will provide teachers ongoing feedback on the design questions to ensure teachers are utilizing the state standards throughout their delivery. Administrators will review lesson plans and provide teachers feedback.

Person Responsible

Michelle Couret

Schedule

Monthly, from 9/8/2015 to 6/10/2016

Evidence of Completion

Unit plans, i-Observation data (regarding learning goals and scales), student achievement data (including formative, standards based assessments, Lexile scores, MAP and i-Ready scores) will be monitored to determine effectiveness of implementation.

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.S2.A1	The MTSS coach will provide teachers professional development to increase their capacity when working with students through the MTSS process.	Silvester, Jody	8/24/2015	MTSS documentation, MTSS meeting logs, student performance data and graphs	6/10/2016 monthly
G2.B1.S2.A1	We will develop and provide a series of professional development sessions to address teacher needs as identified on surveys and initiatives.	Williams, Michele	8/19/2015	Increased use of Marzano strategies as evidenced by i-Observation data	6/10/2016 monthly
G1.B1.S2.A2	The MTSS coach will schedule monthly collaboration sessions (child chats) to: provide teachers guidance about the MTSS process, provide research based materials for Tier II and Tier III instruction and monitor student progress.	Silvester, Jody	8/24/2015	MTSS documentation, MTSS meeting logs, student performance data and graphs	6/10/2016 monthly
G2.B1.S2.A2	Grade level teams will collaborate during provided planning days to deconstruct standards and develop standards-based lesson plans, activities, goals and formative assessments.	Williams, Michele	8/17/2015	Evidence will include actual lesson plans, deconstructed standards (learning goals and related scales) and formative assessments.	6/10/2016 monthly
G1.B1.S2.A3	The leadership team will conduct observations during the intervention block to ensure differentiation and monitoring of student's progress.	Couret, Michelle	9/28/2015	i-Observation data and feedback during the intervention block	6/10/2016 weekly
G2.B1.S2.A3	The leadership team will conduct i-Observations and provide teachers feedback as it relates to the development of standards-based lesson plans/delivery, activities, goals and formative assessments.	Couret, Michelle	9/28/2015	i-Observation data and feedback to teachers and lesson plans	6/10/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S2.A4	Teachers will have the opportunity to conduct peer observation as it relates to standards-based delivery.	Williams, Michele	10/1/2015	Peer observation logs	6/10/2016 weekly
G1.MA1	Student performance data will be analyzed to determine student achievement gains towards increasing their performance on the FSA ELA and Math tests.	Couret, Michelle	8/24/2015	Student performance data analyzed throughout the year will include Lexile scores, MAP scores and i-Ready scores. These will be reviewed to monitor the effects of the MTSS implementation on student achievement. Evidence will also include increased student proficiency scores on the FSA ELA and Math tests.	6/10/2016 every-6-weeks
G1.B1.S2.MA1	MTSS meetings and student progress will be monitored for timely and effective implementation during observations.	Couret, Michelle	8/24/2015	MTSS documentation including meeting logs, meeting notes, student performance evidence and data will be reviewed to determine that the process is being implemented effectively during observations.	6/10/2016 monthly
G1.B1.S2.MA1	Administrators will monitor MTSS documentation and student progress for those students in Tier II or Tier III of the MTSS process with the MTSS team on a monthly basis. Professional Development will be offered by the MTSS coach to all teachers, followed up by these scheduled, monthly collaboration meetings.	Couret, Michelle	8/24/2015	MTSS documentation including meeting logs, meeting notes, student performance evidence and data will be reviewed to determine that the process is being implemented with fidelity. Teachers will complete exit tickets after professional development or collaboration meetings to assess their understanding of their role with students in the MTSS process. Student data will include both formative assessment data and summative assessment data. Formative assessment data will include specific data tracking skill(s) being assessed for each individual student (e.g. vocabulary, Comprehension skills, sight words, letter or number identification) Summative data points will include MAP (Reading and Math, K-3), i-Ready (Math- K-5), Reading Plus (Lexile scores- grades 3-5)	6/10/2016 monthly
G2.MA1	Increased student achievement as a result of increased implementation standards-based lessons.	Couret, Michelle	8/24/2015	Unit plans, formative assessments of professional learning, i-observation data (regarding learning goals and scales), student achievement data (including formative, standards based assessments, Lexile scores, MAP and i-Ready scores) will be monitored to determine progress towards meeting the goal.	6/10/2016 monthly
G2.B1.S2.MA1	Through i-Observation, the leadership team will provide teachers ongoing feedback on the design questions to ensure teachers are utilizing the state standards throughout their delivery. Administrators will review lesson plans and provide teachers feedback.	Couret, Michelle	9/8/2015	Unit plans, i-Observation data (regarding learning goals and scales), student achievement data (including formative, standards based assessments, Lexile scores, MAP and i-Ready scores) will be monitored to determine effectiveness of implementation.	6/10/2016 monthly
G2.B1.S2.MA1	Monitoring participation in professional development, unit plans and classroom implementation	Couret, Michelle	9/8/2015	Increased development and implementation of standards based lesson plans, formative assessments of teachers' professional learning, i-Observation data and student achievement data (including formative, standards based assessments, Lexile scores, MAP and i-Ready scores) will	6/10/2016 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				be monitored for fidelity of implementation.	

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 with the implementation of the MTSS process (Division Priority: Narrow Achievement Gap)

G1.B1 Limited teacher understanding of his/her role once the student is in the MTSS process.

G1.B1.S2 Provide teachers consistent support as they work with students through the MTSS process via frequent monitoring and guidance by the MTSS coach.

PD Opportunity 1

The MTSS coach will provide teachers professional development to increase their capacity when working with students through the MTSS process.

Facilitator

Jody Silvester

Participants

All classroom teachers

Schedule

Monthly, from 8/24/2015 to 6/10/2016

PD Opportunity 2

The MTSS coach will schedule monthly collaboration sessions (child chats) to: provide teachers guidance about the MTSS process, provide research based materials for Tier II and Tier III instruction and monitor student progress.

Facilitator

Jody Silvester

Participants

All classroom teachers

Schedule

Monthly, from 8/24/2015 to 6/10/2016

G2. Teachers will use collaborative lesson planning to focus on standards-based instruction and thereby, improve teacher proficiency and student achievement. (Division Priority: Accelerate Student Performance)

G2.B1 Teachers have limited understanding and capacity when deconstructing standards and developing standards-based unit plans, activities, goals and formative assessments.

G2.B1.S2 Provide a series of professional development sessions to include the following topics: Rigor, DOK, deconstructing standards, creating appropriate scales with increased complexity, standards-based unit planning.

PD Opportunity 1

We will develop and provide a series of professional development sessions to address teacher needs as identified on surveys and initiatives.

Facilitator

Michele Williams, Jennifer Hunsinger

Participants

All Teachers

Schedule

Monthly, from 8/19/2015 to 6/10/2016

Budget

Budget Data

1	G1.B1.S2.A1	The MTSS coach will provide teachers professional development to increase their capacity when working with students through the MTSS process.				$40,566.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	3376	120-Classroom Teachers	1562 - Westbrooke Elementary	General Fund		$8,297.00
			Notes: Each teacher will collaborate with the MTSS coach a minimum of 45 minutes every 6 weeks. (minimum 7 meetings per teacher per year)			
	5000	120-Classroom Teachers	1562 - Westbrooke Elementary	General Fund		$32,269.00
			Notes: .5 instructional position for the MTSS school based coach			
2	G1.B1.S2.A2	The MTSS coach will schedule monthly collaboration sessions (child chats) to: provide teachers guidance about the MTSS process, provide research based materials for Tier II and Tier III instruction and monitor student progress.				$0.00
3	G1.B1.S2.A3	The leadership team will conduct observations during the intervention block to ensure differentiation and monitoring of student's progress.				$0.00

Budget Data

4	G2.B1.S2.A1	We will develop and provide a series of professional development sessions to address teacher needs as identified on surveys and initiatives.			$208,612.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	100-Salaries	1562 - Westbrooke Elementary	General Fund		$208,612.00
			Notes: PD sessions per teacher include: summer planning days, pre-planning days, two half-day planning sessions, 17 Wednesday sessions, 10 special area sessions and 1.5 hours/week for grade level PLC sessions. Approximately $5,794/teacher		
5	G2.B1.S2.A2	Grade level teams will collaborate during provided planning days to deconstruct standards and develop standards-based lesson plans, activities, goals and formative assessments.			$0.00
6	G2.B1.S2.A3	The leadership team will conduct i-Observations and provide teachers feedback as it relates to the development of standards-based lesson plans/ delivery, activities, goals and formative assessments.			$0.00
7	G2.B1.S2.A4	Teachers will have the opportunity to conduct peer observation as it relates to standards-based delivery.			$0.00
				Total:	$249,178.00