

Orange County Public Schools

West Oaks Elementary



2015-16 School Improvement Plan

West Oaks Elementary

905 DORSCHER RD, Orlando, FL 32818

www.ocps.net/lc/west/ewo

School Demographics

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

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	98%

School Grades History

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

**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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, 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 producers 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

West Oaks Elementary School works diligently to foster lasting relationships with students and their parents by hosting cultural events and supporting our school's Parent Leadership Council. Teachers provide academic support to ELL students and provide translations when needed for parent conferences and school-wide programs. Throughout the course of the school year, West Oaks celebrates Black History Month, Hispanic Awareness Month and various cultural venues.

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

West Oaks Elementary school has adopted the CHAMPs school-wide program to embrace a culture of mutual respect. The CHAMPs program teaches students to interact respectfully and to value diversity, thereby reducing cultural differences that may manifest as misbehavior. Students feel empowered and happy to be in school and interacting with their peers and teachers. We have developed a common language regarding behaviors among all staff members so we are providing a safe and respectful learning environment for all students.

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

West Oaks utilizes CHAMPs – Classwide Positive Behavior Support (PBS) to curtail behavior challenges. Throughout the course of the school year, CHAMPs will provide our students with the knowledge of how to effectively improve:

- * classroom behavior - on-task, work completion, cooperation
- * establish clear classroom behavior expectations with logical and fair responses for misbehavior
- * motivate students to put forth their best efforts; perseverance, pride in work
- * reduce misbehavior; disruptions, disrespect, non-compliance
- * increase academic engagement, resulting in improved test scores
- * spend less time disciplining students and more time teaching them

Training:

All personnel were CHAMPs trained during pre-planning and provided charts and CHAMPs manipulatives to support the CHAMPs program.

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

West Oaks ensures the emotional needs of all students are being met by providing an onsite Devereux Counselor. This site-based counselor supports students' academic and emotional needs. Through our ADDitions volunteer service, West Oaks has partnered with various local organizations to ensure the emotional and social needs of our students are met.

Early Warning Systems

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

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

The school leadership team is assigned to specific grade levels to provide academic and behavior support. The Child Study Team will delineate academic needs for reading, math and interventions for struggling students.

The team will monitor the following bi-weekly:

- 1) Attendance below 90%
- 2) Level 1 and level 2 students in reading and math
- 3) One or more suspensions, whether in school or out of school
- 4) Attaining a D or F on report card in reading and/or math
- 5) Attendance and progress of before and after school tutoring students
- 6) Students lacking support at home

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	8	9	7	8	11	51
One or more suspensions	3	2	2	6	5	10	28
Course failure in ELA or Math	35	72	76	106	61	51	401
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	1	2	3	4	5		
Students exhibiting two or more indicators		7	5	7	8	7	9	43

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

The Child Study Team meets to discuss truancy and excessive tardiness with parents. A plan is put in place to help parents get their student to school regularly and on time. Students are being monitored for any Early Warning Signs by reviewing behavior and academic data. The MTSS team meets to develop a plan to ensure student success. The team will meet on a bi-weekly basis to review progress and data to determine if the interventions have been successful or not.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/51683>.

Description

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

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

The school has numerous opportunities for parents to become involved in their student's academic progress. We encourage our parents to come out for our monthly SAC, PTO, and PLC meetings to learn about programs and strategies that are in place. Curriculum Nights (i.e. Literacy Night, Math Night, and Science Night), which provide hands on experiences for our parents, are offered throughout the school year. We also encourage parents to come out to Meet the Teacher, Open House and Report Card Night.

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
Thompson, Cherie	Principal
Bekemeyer, Gwen	Instructional Coach
Chamblin, Aldo	Dean
Hatch, Natalie	Other
Hightower, Regina	Other
Tyler, Thomas	Instructional Coach
Watts, Forrester	Instructional Coach
Downey, Mary	Instructional Coach

Duties

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

Principal, Cherie Thompson: Provide a common vision for the use of data-based decision making, ensure that the school-based team is implementing MTSS, conduct assessment of MTSS skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support MTSS implementation, and communicate with parents regarding school-based MTSS plans and activities.

MTSS Coach, Gwen Bekemeyer: Responsible for facilitating training for problem-solving and

response to intervention skills. She works collaboratively with the school-based problem solving team to develop and implement training. She also serves as the data reading coach to facilitate the management and

interpretation of data necessary to develop, implement and evaluate tier 1, 2 and 3 interventions.

Dean, Aldo Chamblin: Provides research-based behavior interventions, recommendations and instruction within the CHAMPS program.

Staffing Specialist, Natalie Hatch: Participates in student data collection, integrates core instructional activities/materials into tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Math Coaches, Mary Downey-Pierce (K-2) and Thomas Tyler (3-5) and Science Coach, Mary Downey-Pierce: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum and intervention approaches. Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children to be considered at risk; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Behavior Specialist, Regina Hightower: Facilitates and coaches teams through the development and implementation of functional behavior assessments, behavior interventions plans and crisis plans for identified students. She provides social skills instruction to students utilizing research-based methodologies and approved district curricula. She collaborates with school personnel, agencies, and families in coordinating individualized ESE services for students. She completes all reporting requirements as mandated by the district, state, federal, and educational agencies (i.e. restraint and seclusion, assessments, behavioral data). Also participates in the development of Individualized Educational Plans for students and collects and summarizes behavioral data.

Curriculum Resource Teacher, Forrest Watts: Develops documents necessary to manage and display data; provides professional development to teachers and staff regarding data analysis, management and implementation to drive instruction. Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of tier 1, 2 and 3 intervention plans.

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 Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on tier 1, tier 2, and tier 3 targets; academic and social/emotional areas that need to be addressed; helped set clear expectations for instruction; facilitated the development of a systematic approach to teaching; and aligned processes and procedures. The MTSS teams meets on a bi-weekly basis with teachers and the administrative team. During this time the team reviews and discuss student data and interventions that were put in place to determine if they are working not.

Title I funding affords us with an opportunity to provide Before/After/Saturday School Tutoring for students in grades 2nd through 5th. Students will meet three days per week (Tuesday, Thursday, and Saturday) for tutoring services. During tutoring students will be provided instruction in the following subjects: reading, math, writing, and science. Eight to ten teachers in grades 3rd through 5th will instruct students on grade level standards in the above mentioned areas. Materials used for the program are researched based material "Keep on Reading/Math" from People's Publishing Company. The materials for the program will be housed by the Forrester Watts, Curriculum Resource Teacher

who is also the coordinator for Academic Tutoring Services. Students will be given a pre/post assessment along with unit assessments to determine if they are making academic progress. All data will be compared with students not attending the tutoring program to determine if tutoring is effective or not. After reviewing the data, instructional decisions will be adjusted according to the data and shared with teachers and students.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Shannon Currie	Parent
Cherie "Lynn" Thompson	Principal
Marie Maxi	Education Support Employee
Steve January	Parent
Carol Williams	Parent
Baptiste Orthodontist	Business/Community
Adrienne Nabbie	Teacher
Marschar Alexis	Teacher
Thomas Tyler	Teacher
Myra Fraticelli	Education Support Employee
Tracy Sullivan	Parent
Chandra Persaud	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

Last year's school improvement plan was structured in a similar format with many of the same barriers and goals. Many of the curriculum goals were not met in 2014-2015 school year; therefore, additional systems will be put in place this year to meet those goals.

Development of this school improvement plan

West Oaks Elementary uses the FLDOE school improvement template. The template aligns with the Framework for Teaching and Learning non-negotiables and is designed to maintain focus of all students. Discussions at SAC are used to help organize and plan strategies that maintain focus on continuous improvement, increasing student achievement and closing the achievement gap.

Preparation of the school's annual budget and plan

School improvement funds will be used to provide instructional materials for students identified as below grade level in reading and/or math. Additionally, materials and support will be provided to tier 2 and tier 3 students utilizing the iReady computer based program (reading and math).

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

Last year, approximately \$4000 of school improvement funds was spent on tutoring materials for before and after school tutoring and Saturday tutoring.

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

The SAC will meet in October and members will be finalized; roster will be submitted and approved.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Thompson, Cherie	Principal
Bekemeyer, Gwen	Instructional Coach
Hatch, Natalie	Teacher, ESE
Watts, Forrester	Instructional Coach
Tyler, Thomas	Instructional Coach
Thompson, Terrasina	Teacher, K-12
Barnes, April	Teacher, K-12
Leonard, Sharon	Teacher, K-12
McKenna, Mary	Teacher, K-12
Persaud, Chandra	Teacher, K-12
Steele, Saceilia	Teacher, K-12
Currie, Shannon	SAC Member

Duties

Describe how the LLT promotes literacy within the school

The Literacy Leadership Team will collaborate with teachers on the implementation of core and supplemental research-based reading programs and writing processes that meet grade level standards. This team will collect and analyze formative and summative data from several different sources to determine the root of students' literacy (reading and writing) needs. This will allowing the Literacy Leadership Team to make informed decisions when selecting the most effective and efficient interventions based on students' individual needs.

The LLT organizes a Literacy Night for families to showcase grade level appropriate activities focusing on reading strategies. The Literacy Team will implement the Accelerated Reader Program to include setting quarterly goals along with weekly incentives for students. They will also plan and implement the Florida Standards Assessment Night to inform parents about the state assessments students will take.

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

Each grade level team has a common planning time Monday through Friday. Twice each week each team meets with instructional coaches to complete lesson plans for reading, math, and science. Teachers and coaches share best practices and instructional strategies pertinent to the lessons being

planned. Teachers bring instructional resources to share with each other, discuss how lessons should be taught and plan small group instruction. In addition, coaches provide teachers with positive and constructive feedback after conducting classroom walk-throughs each day.

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

All teachers at West Oaks Elementary are recruited, interviewed and hired based on the Orange County Public School recruitment, screening and hiring procedures. To retain highly qualified teachers, West Oaks Elementary provides extensive staff development opportunities as well as additional resources as needed. Teacher effectiveness is observed, monitored and supported with regular classroom visits and walk-throughs by school administration.

New teachers are paired with veteran teachers, team leaders and instructional coaches to provide mentoring and support. All instructional personnel are provided weekly ongoing professional development and encouraged to grow as instructional leaders. All teachers are involved in grade level PLCs and in book study teams.

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

West Oaks Elementary identifies skilled, experienced teachers with strong classroom management and instructional practices and partners them with a new teacher in a mentor-mentee relationship. The mentor/mentees are provided time to co-plan and coaching/observing opportunities are provided. The activities and subjects are planned according to the district's expectations for new teachers.

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

Students are tracked using the MTSS process. Tier 3 students are receiving several interventions during the school day and invited to participate in before or after school tutoring. Tier 2 students are receiving interventions throughout the school day and as needed/as space becomes within the after school tutoring program. Teachers provide classroom interventions for their tier 3 and tier 2 students based on their specific needs during both reading and math instruction in small groups focused on targeted skills. Students are progress monitored on a weekly basis to determine if interventions are successful.

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: 6,840

Reading Acceleration and Before/After/Saturday School Tutoring (Academic Tutoring Service) will provide enrichment and remediation after school for levels 2, 3, 4, and 5 students in reading, math, writing, and science.

Strategy Rationale

Students will benefit from additional instruction and practice within foundational and enrichment reading, and math strategies.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Thompson, Cherie , cherie.thompson@ocps.net

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

Review of weekly mini-assessments on targeted skills, exit slips, iReady data reports and class work.

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 support coaches will work to develop a vertical collaborative partnership with Pre-K and Kindergarten teachers. This team will identify the academic and social skills necessary for Kindergarten readiness, along with a developmental plan and timeline for accomplishing the skills. At mid-year, the teams will meet to evaluate and revise their plan as needed. The Pre-K teacher will also meet with Pre-K parents to share the upcoming school years' expectations, the academic and social strengths of their Pre-K student and early signs of difficulties, if applicable.

Each spring, neighboring students who attend area day care facilities or participate in Head Start Programs near the school, are invited to visit our campus and learn the various curriculum we utilize to meet state standards. All parents are invited to join their son/daughter on campus at Meet the Teacher and during the first day of school to familiarize themselves with school procedures. Fifth grade students are visited by teachers and guidance counselors from the middle school to share school policies, procedures and information regarding core courses and electives. In addition, 5th grade students visit the feeder middle school for a tour and orientation in the spring each year.

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

West Oaks Elementary School has culturally embedded AVID in all 5th grade classes. AVID helps students prepare for college by teaching them higher order thinking skills, self advocacy and

organizational skills. Fifth grade students make middle school transition visits in an effort to make more informed decisions regarding course requests and prepare for secondary education. West Oaks also participates in TEACH-IN, inviting guests to our campus to speak about their chosen careers. West Oaks will work with West-Side and Mid-Florida Technical Centers to take 5th grade students to visit both schools to learn about the many career opportunities the schools have to offer students.

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

West Oaks Elementary seeks to ensure that students are educated about the world outside of their community. Instruction incorporates a plethora of nonfiction text in order to teach students about real world events, relevant history, notable people and prepare students to read textbooks used in secondary education.

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

Education on the elementary level is to ensure all students leave with foundational skills that will lead to academic success in the future. West Oaks seeks to meet the OCPS essential outcomes which include all students reading on grade level and possessing fact fluency. West Oaks will continue with their STEM program for students and has joined the West Learning Community STEM Cohort. The purpose of the cohort is for science teachers to collaborate with each other about ideas and challenges they can implement with their students. We will implement a "Maker's Space" for students to build projects using their hands. Students can also research projects in which they can work on over a period of time.

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:

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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.** Teachers will gain competence in rigorous, standards based instruction utilizing the Instructional Framework across all content areas. (Division Priority: Invest in Human Capital)

- G2.** Student achievement will increase with the implementation of the MTSS process. (Division Priority: Narrow achievement gaps)

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. Teachers will gain competence in rigorous, standards based instruction utilizing the Instructional Framework across all content areas. (Division Priority: Invest in Human Capital) 1a

G072933

Targets Supported 1b

Indicator	Annual Target
AMO Math - SWD	50.0
AMO Reading - SWD	52.0
AMO Math - All Students	63.0
AMO Reading - All Students	68.0
FCAT 2.0 Science Proficiency	51.0

Resources Available to Support the Goal 2

- Instructional coaches and administrators
- Teachers
- Performance Matters
- Core Reading and math programs
- Marzano Framework
- IMS
- Item Specifications
- i-Ready for reading and math

Targeted Barriers to Achieving the Goal 3

- Teachers lack consistency in effective instructional delivery of standards aligned to the Instructional Framework.

Plan to Monitor Progress Toward G1. 8

Regular lesson plan checks and classroom observations will verify that lessons taught consistently match the district's scope and sequence and aligned to the standards incorporating Marzano strategies.

Person Responsible

Cherie Thompson

Schedule

Weekly, from 10/6/2014 to 6/8/2016

Evidence of Completion

Formative and summative data

G2. Student achievement will increase with the implementation of the MTSS process. (Division Priority: Narrow achievement gaps) 1a

G072934

Targets Supported 1b

Indicator	Annual Target
AMO Math - SWD	50.0
AMO Math - All Students	63.0
AMO Reading - SWD	52.0
FCAT 2.0 Science Proficiency	51.0
AMO Reading - All Students	68.0

Resources Available to Support the Goal 2

- i-Ready for math and reading
- Formative and summative data
- Research based strategies
- MTSS team

Targeted Barriers to Achieving the Goal 3

- Teachers lack knowledge and understanding of to differentiate instruction.

Plan to Monitor Progress Toward G2. 8

FSA/FCAT/and EOC and other forms of formative assessment data will be analyzed to ensure the effectiveness of the strategy.

Person Responsible

Cherie Thompson

Schedule

Weekly, from 8/17/2015 to 6/8/2016

Evidence of Completion

Report Cards/Progress Reports-increase in passing grades and formative and summative assessments i-Observation data, i-Ready student reports will be reviewed. Weekly PLC data chat forms with new standards, evidence of increased student achievement using formative assessments and MTSS data chats using the MTSS problem solving form will be monitored.

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. Teachers will gain competence in rigorous, standards based instruction utilizing the Instructional Framework across all content areas. (Division Priority: Invest in Human Capital) **1**

 G072933

G1.B2 Teachers lack consistency in effective instructional delivery of standards aligned to the Instructional Framework. **2**

 B190423

G1.B2.S1 Teachers will be provided professional development on learning goals and scales and activities that align to DQ3 and DQ4. Professional development will be provided on DQ 2, 3, and 4 to shift teachers instruction into more rigorous tasks and instruction. **4**

 S201842

Strategy Rationale

The data indicates the need for students to be exposed to DQ3 and DQ4 level of questioning.

Action Step 1 **5**

LSI will provide professional development on DQ 2, 3, and 4 to support teachers with the Instructional Framework.

Person Responsible

Cherie Thompson

Schedule

Quarterly, from 10/21/2015 to 6/8/2016

Evidence of Completion

Powerpoint and sign-in sheet

Action Step 2 5

Instructional coaches and teachers will review learning scales and lesson plans regularly prior to delivery of instruction during their common planning times.

Person Responsible

Cherie Thompson

Schedule

Weekly, from 8/18/2015 to 6/8/2016

Evidence of Completion

i-Observation and lesson plan reviews

Action Step 3 5

The leadership team will conduct i-Observations and provide teachers feedback as it relates to the framework

Person Responsible

Cherie Thompson

Schedule

Weekly, from 10/26/2015 to 6/8/2016

Evidence of Completion

i-Observation data and feedback to teachers

Action Step 4 5

Instructional coaches will provide modeling and side-by-side coaching to struggling teachers.

Person Responsible

Forrester Watts

Schedule

Weekly, from 10/28/2015 to 6/8/2016

Evidence of Completion

Coach's logs and i-Observations data/feedback

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

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.

Person Responsible

Cherie Thompson

Schedule

Weekly, from 8/17/2015 to 6/8/2016

Evidence of Completion

i-Observation data and feedback to teachers and lesson plan reviews

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

Teachers will continue to broaden their understanding of FLA and instructional frameworks focusing on item specifications. Review weekly assessments and provide skill specific exit slips for all small group lesson to monitor student progress.

Person Responsible

Cherie Thompson

Schedule

On 5/27/2016

Evidence of Completion

Report cards, formative and summative assessments and lesson plan reviews

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

The leadership team will conduct observations and provide teachers feedback on learning goals and scales aligned to DQ3 and DQ4.

Person Responsible

Cherie Thompson

Schedule

Weekly, from 11/2/2015 to 6/8/2016

Evidence of Completion

i-Observation data and feedback and lesson plan reviews

G2. Student achievement will increase with the implementation of the MTSS process. (Division Priority: Narrow achievement gaps) 1

G072934

G2.B1 Teachers lack knowledge and understanding of to differentiate instruction. 2

B190424

G2.B1.S1 Model lessons that demonstrate differentiated instruction through whole group and small group instruction. 4

S201845

Strategy Rationale

Once teachers have identified their students by tiers in the MTSS process, students will need to be provided with intervention time and resources to bridge the gap in their learning in a small group setting.

Action Step 1 5

Coaches will facilitate common planning with teachers to support them in developing differentiated instruction and small intervention center activities and teacher guided lessons.

Person Responsible

Gwen Bekemeyer

Schedule

Weekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

i-Ready reports, Star Data, ProgressBook, i-Observation data and feedback

Action Step 2 5

Through i-Observations, the leadership team will provide feedback to teachers on using data to deliver their lessons.

Person Responsible

Cherie Thompson

Schedule

Weekly, from 9/28/2015 to 6/8/2016

Evidence of Completion

i-Observation data/feedback

Action Step 3 **5**

The instructional coaches will provide modeling and side-by-side coaching to struggling teachers who are having difficulty using data to drive their tiered groups.

Person Responsible

Gwen Bekemeyer

Schedule

Weekly, from 10/5/2015 to 6/8/2016

Evidence of Completion

Coaches logs and i-Observation data/feedback to teachers

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

Leadership team will walk together to calibrate data using the Instructional Framework to ensure teachers are using data to drive instruction.

Person Responsible

Cherie Thompson

Schedule

Biweekly, from 8/17/2015 to 5/27/2016

Evidence of Completion

i-Observation data and feedback to teachers, lesson plan reviews

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

Weekly assessments and weekly exit slips, conduct classroom walk-throughs and routinely review lesson plans for differentiated instructional strategies to meet the needs of diverse learners. Classroom walkthrough for evidence of differentiated Instruction, i-Observation data and feedback to teachers will be reviewed.

Person Responsible

Cherie Thompson

Schedule

Weekly, from 9/28/2015 to 6/8/2016

Evidence of Completion

Classroom walkthrough notes, meeting notes, differentiated instructional lesson plans, i-Observation data/feedback

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.B2.S1.A1	LSI will provide professional development on DQ 2, 3, and 4 to support teachers with the Instructional Framework.	Thompson, Cherie	10/21/2015	Powerpoint and sign-in sheet	6/8/2016 quarterly
G2.B1.S1.A1	Coaches will facilitate common planning with teachers to support them in developing differentiated instruction and small intervention center activities and teacher guided lessons.	Bekemeyer, Gwen	8/17/2015	i-Ready reports, Star Data, ProgressBook, i-Observation data and feedback	5/27/2016 weekly
G1.B2.S1.A2	Instructional coaches and teachers will review learning scales and lesson plans regularly prior to delivery of instruction during their common planning times.	Thompson, Cherie	8/18/2015	i-Observation and lesson plan reviews	6/8/2016 weekly
G2.B1.S1.A2	Through i-Observations, the leadership team will provide feedback to teachers on using data to deliver their lessons.	Thompson, Cherie	9/28/2015	i-Observation data/feedback	6/8/2016 weekly
G1.B2.S1.A3	The leadership team will conduct i-Observations and provide teachers feedback as it relates to the framework	Thompson, Cherie	10/26/2015	i-Observation data and feedback to teachers	6/8/2016 weekly
G2.B1.S1.A3	The instructional coaches will provide modeling and side-by-side coaching to struggling teachers who are having difficulty using data to drive their tiered groups.	Bekemeyer, Gwen	10/5/2015	Coaches logs and i-Observation data/ feedback to teachers	6/8/2016 weekly
G1.B2.S1.A4	Instructional coaches will provide modeling and side-by-side coaching to struggling teachers.	Watts, Forrester	10/28/2015	Coach's logs and i-Observations data/ feedback	6/8/2016 weekly
G1.MA1	Regular lesson plan checks and classroom observations will verify that lessons taught consistently match the district's scope and sequence and aligned to the standards incorporating Marzano strategies.	Thompson, Cherie	10/6/2014	Formative and summative data	6/8/2016 weekly
G1.B2.S1.MA1	Teachers will continue to broaden their understanding of FLA and instructional frameworks focusing on item specifications. Review weekly assessments and provide skill specific exit slips for all small group lesson to monitor student progress.	Thompson, Cherie	8/17/2015	Report cards, formative and summative assessments and lesson plan reviews	5/27/2016 one-time
G1.B2.S1.MA3	The leadership team will conduct observations and provide teachers feedback on learning goals and scales aligned to DQ3 and DQ4.	Thompson, Cherie	11/2/2015	i-Observation data and feedback and lesson plan reviews	6/8/2016 weekly
G1.B2.S1.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.	Thompson, Cherie	8/17/2015	i-Observation data and feedback to teachers and lesson plan reviews	6/8/2016 weekly
G2.MA1	FSA/FCAT/and EOC and other forms of formative assessment data will be analyzed to ensure the effectiveness of the strategy.	Thompson, Cherie	8/17/2015	Report Cards/Progress Reports-increase in passing grades and formative and summative assessments i-Observation data, i-Ready student reports will be reviewed. Weekly PLC data chat forms with new standards, evidence of increased student achievement using formative	6/8/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				assessments and MTSS data chats using the MTSS problem solving form will be monitored.	
G2.B1.S1.MA1	Weekly assessments and weekly exit slips, conduct classroom walk-throughs and routinely review lesson plans for differentiated instructional strategies to meet the needs of diverse learners. Classroom walkthrough for evidence of differentiated Instruction, i-Observation data and feedback to teachers will be reviewed.	Thompson, Cherie	9/28/2015	Classroom walkthrough notes, meeting notes, differentiated instructional lesson plans, i-Observation data/feedback	6/8/2016 weekly
G2.B1.S1.MA1	Leadership team will walk together to calibrate data using the Instructional Framework to ensure teachers are using data to drive instruction.	Thompson, Cherie	8/17/2015	i-Observation data and feedback to teachers, lesson plan reviews	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. Teachers will gain competence in rigorous, standards based instruction utilizing the Instructional Framework across all content areas. (Division Priority: Invest in Human Capital)

G1.B2 Teachers lack consistency in effective instructional delivery of standards aligned to the Instructional Framework.

G1.B2.S1 Teachers will be provided professional development on learning goals and scales and activities that align to DQ3 and DQ4. Professional development will be provided on DQ 2, 3, and 4 to shift teachers instruction into more rigorous tasks and instruction.

PD Opportunity 1

LSI will provide professional development on DQ 2, 3, and 4 to support teachers with the Instructional Framework.

Facilitator

LSI and district rep

Participants

All instructional staff

Schedule

Quarterly, from 10/21/2015 to 6/8/2016

Technical Assistance Items

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

G1. Teachers will gain competence in rigorous, standards based instruction utilizing the Instructional Framework across all content areas. (Division Priority: Invest in Human Capital)

G1.B2 Teachers lack consistency in effective instructional delivery of standards aligned to the Instructional Framework.

G1.B2.S1 Teachers will be provided professional development on learning goals and scales and activities that align to DQ3 and DQ4. Professional development will be provided on DQ 2, 3, and 4 to shift teachers instruction into more rigorous tasks and instruction.

PD Opportunity 1

Instructional coaches and teachers will review learning scales and lesson plans regularly prior to delivery of instruction during their common planning times.

Facilitator

Forrester Watts, Gwen Bekemeyer, Thomas Tyler, Natalie Hatch, Regina Hightower, and Mary Downey-Pierce

Participants

All instructional staff

Schedule

Weekly, from 8/18/2015 to 6/8/2016

G2. Student achievement will increase with the implementation of the MTSS process. (Division Priority: Narrow achievement gaps)

G2.B1 Teachers lack knowledge and understanding of to differentiate instruction.

G2.B1.S1 Model lessons that demonstrate differentiated instruction through whole group and small group instruction.

PD Opportunity 1

Coaches will facilitate common planning with teachers to support them in developing differentiated instruction and small intervention center activities and teacher guided lessons.

Facilitator

Forrester Watts

Participants

All instructional staff

Schedule

Weekly, from 8/17/2015 to 5/27/2016