Metrowest Elementary

2015-16 School Improvement Plan

Metrowest Elementary

1801 LAKE VILMA DR, Orlando, FL 32835

www.ocps.net/lc/west/emt

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	No	69%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	78%

School Grades History

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

Our process is to build teacher pedagogical knowledge and skills in making meaning relationships and working with the diverse needs of students and families. Our school climate surveys and home language survey will help provide background information regarding the needs of our students and families.
Our scheduled events will help build positive relationships with parents and students as well. They include, but are not limited to: Meet the Teacher, Open House, Report Card Conference Night, Math/ Science Night, Florida State Assessment (FSA)/End of Course Exam (EOC) Night, School Advisory Council Meetings, monthly PTA Night Out, and Mentoring Program.
Teacher are also encouraged to communicate with the parents weekly to advise them of the their child's performance through the use of ProgressBook by updating grades once a week in each subject area.

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

We will continue to use CHAMPS and Positive Behavior Supports to create a safe school environment.
Our school-wide instructional discipline plan creates a systemic environment of achievement. It also allows our staff to be proactive in dealing with behavior to minimize instructional disruptions and reactive behavior management. It creates a climate of respect, responsibility, and accountability among students, faculty, and staff.
We have established clear arrival and dismissal procedures with adult supervision throughout campus at all times. Our staff and leadership team are visible and available, which allows for the students to feel valued and respected before, during and after school. We have monitors in the cafeteria for breakfast and lunch and we have established rules, expectations and procedures in there as well. Our teachers escort our students to and from locations when traveling as a class and we use a buddy system for all other occasions when individual student travel is necessary.

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

We have instituted the use of CHAMPS and Positive Behavior Supports as our school-wide behavior management model defining clear behavioral expectations and protocols for disciplinary incidents. All of the teachers were trained on the new behavioral management model during pre-planning. Each

grade level has designated a representative who meet monthly with the administrative staff (assistant principal, administrative dean, behavior specialist), as part of the Behavior Leadership Team to ensure that the system is fair and consistently enforced.

Our Exceptional Student Education Department (teachers, behavior specialist, administrative dean, guidance counselor, paraprofessionals, and principal and assistant principal) are all trained in Crisis Prevention Intervention.

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

Our guidance counselor is available at all times for students who need counseling services. We have established a mentoring program to meet the social-emotional needs of our students. We provide the parents with outside counseling applications should the need arise, where outside providers may come on campus to counsel students should the need arise. We have a guidance counselor, behavior specialist, social worker, and administrative dean who assist our students with their social-emotional.

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 early warning indicators at MetroWest Elementary School are students whose attendance is below 90 percent. Child Study teams are put into place and letters are sent home via mail with students whose attendance is an concern.
One or more suspensions: Positive Behavior Support (PBS) program is implemented and mentors are assigned to students with behavioral issues.
Students who received a score of Level 1 on statewide assessments will be offered after school tutoring opportunities.

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	28	32	20	21	23	26	150
One or more suspensions	10	7	14	12	17	30	90
Course failure in ELA or Math	47	62	67	135	96	84	491
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	15	20	11	18	23	19	106

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

A variety of intervention strategies will be used to improve the academic performance of students identified by the early warning system.

To address attendance, letters are sent home once students have reached five absences. Our School Social Worker, attendance clerk and administrators reach out to parents as well to address attendance.

To to support positive behavior and minimize suspensions, we have implemented CHAMPS and Positive Behavior Supports or P.U.R.E ORCA. We have also implemented SPLASH cards, where students have the opportunity to be recognized for their actions at a school-wide level. Positive Alternative to School Suspension (PASS) is another intervention strategy to support student behavior and academics with a certified teacher assigned to the program.

To improve our students academic performance for those who scored a Level 1 in reading and\or math we provide after school tutoring. Our staff is also trained in the Marzano Instructional Framework and will be expected to the elements of the framework during lesson planning and instructional delivery.

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

With a large student population, we are working to increase the number of parents that participate in events held on campus. We are working to increase the rate of attendance so that more families are involved and displaying support of the school. Stakeholders participate in Meet the Teacher, Open House, SAC Meetings, Report Card Conferences, Bedtime Story Night, Spring and Winter concerts, FSA Night and Math/Science Night. Last year our PTA had over 400 member; this year the membership number is expected to increase. Our parents have become more involved and family engagement has increased this past year. Our teacher participation on PTA was 100%.

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

Through our Partners in Education program we build and and sustain community relationships, which allows us to secure and utilize resources to support our school and student achievement.
We have created a MetroWest Mentorship Program, where community members volunteer their time once a week to meet with our identified students.
Metrowest Master Association provides funding to support the school in various needs. They assist the school with decision making and extra curricular activities to support MetroWest.
We recognize the partners in education in our weekly newsletter.

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
Szymanski, Christine	Principal
Grubbs-Holmes, Atresa	Assistant Principal
Slaughter, Evangeline	Assistant Principal
Baer, Marlene	Instructional Coach
Pignolet, Michelle	Instructional Coach
Smith, Carol	Instructional Coach
Dobson, Valerie	Guidance Counselor
Evans, Denise	Instructional Coach
Tews, James	Dean
Smith, Sherri	Dean
Campbell, Dannica	Instructional Coach

Duties

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

Our Leadership Team is comprised of the following: Principal, ESE Administrator, Staffing Specialist/ ESE, School Psychologist, MTSS Coach, School counselor, Behavior Specialist, Dean, ELL Compliance teacher, Special Area teachers if applicable. Our team is called the Whale Watcher Team.
Mrs. Christine Szymanski, Principal:
Mrs. Szymanski provides guidance for the Leadership Team and ensures all aspects of the school are functioning as effectively as possible. Through her leadership, the team is able to make decisions about students. The team is then able to determine and implement best practices based on the needs of the students. Mrs. Szymanski also ensures that the team is implementing common planning effectively. Mrs. Szymanski also provides opportunities for professional development. Additionally, Mrs. Szymanski conducts classroom walkthroughs daily.
Dr. Atresa Grubbs-Holmes, Assistant Principal:
Dr. Grubbs-Holmes provides guidance for the Leadership Team. Through her leadership, the team is able to make decisions about students. The team is then able to determine and implement best practices based on the needs of the students. Dr. Grubbs-Holmes also works closely with all teachers on the effective implementation of the core reading series. Dr. Grubbs-Holmes is also the API, administrator for ESE and the new teacher program.
Ms. Evangeline Slaughter, Assistant Principal:
Ms. Slaughter provides guidance for the Leadership Team. Through her leadership, the team is able to make decisions about students. The team is then able to determine and implement best practices based on the needs of the students. Ms. Slaughter also works closely with all teachers on the effective implementation of the core reading series. Ms. Slaughter is also the, administrator for ESOL, behavior and she supports the new teacher program.
Mrs. Michelle Pignolet, Curriculum Resource Teacher (CRT):
Mrs. Pignolet provides various resources to the staff and parents. Mrs. Pignolet also analyzes data with teachers and researches scientifically-based curriculum and intervention programs. She collaborates with the instructional coaches to assess students early and ensure that interventions are in place. She also ensures that teachers have the necessary data to make informed decisions about students. Additionally, Mrs. Pignolet participates in common planning and provides professional development to the teachers.
Ms. Carol Smith, Reading Contact/MTSS:

Ms. Smith provides research-based suggestions for intervention and instruction. Ms. Smith provides guidance on all reading curriculum and intervention programs. Additionally, oversees and the MTSS process and works closely with the Staffing Specialist and School Psychologist at MetroWest. Ms. Smith collects and analyzes the data in order to implement tiered interventions. Ms. Smith facilitates meetings in the MTSS process with the MTSS team. She collaborates with the teachers to implement the proper interventions based on the students' needs. She monitors the implementation of interventions by holding data chats, classroom observations and team meetings. She provides professional development to staff on the MTSS process.

Mrs. Denise Evans, Math Coach:

Mrs. Evans provides research-based suggestions for intervention and instruction. She provides guidance on all math and science curriculum. Mrs. Evans supports data collection, assists in data analysis, and provides professional development opportunities for all staff members. Additionally, she oversees Math and Science Night and MTSS for behavior.

Mr. James Tews, Dean:

Mr. Tews helps with behavior and discipline for grades 3-5. He also provides professional development on behavior and intervention strategies.

Mrs. Sherri Smith, Dean:

Mrs. Smith helps with behavior and discipline for grades K-2. She also provides professional development on behavior and intervention strategies.

Ms. Dannica Campbell, Staffing Specialist:

Ms. Campbell supports the MTSS process by scheduling MTSS meetings, working with the school psychologist and MTSS Coach to identify specific student needs and assisting with tier 3 interventions.

Mrs. Marlene Baer, CCT:

Mrs. Baer completes all ESOL documentation for compliance. She also provides research-based suggestions for intervention and instruction to all ESOL teachers.

Mrs. Valerie Dobson, Guidance Counselor:

Mrs. Dobson is the counselor for the entire school. She oversees the character education program, the McKinney-Vento program, and the mentoring program. She also coordinates the feeder middle school visitation days (on and off campus). She provides teachers with resources and strategies to assist students who are in need.

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

Grade level Professional Learning Community meetings are held weekly to discuss academic progress of the
students on the grade level. Comparative data through formative and weekly assessments are used to
identify struggling learners and to plan and implement appropriate remediation to help students achieve
mastery. When the tier one and tier two remediations are not successful for a particular student, teachers
alert the MTSS/RtI team (Whale Watchers) for additional assistance. The teachers identify the student, provides the student's name to the Staffing Specialist, and begins to collect needed data (conferences, test data, work samples, interventions). Staffing Specialist gathers information from cumulative folder and relevant background information. Once the Whale Watcher form is completed, a meeting is scheduled with the classroom teacher. At the meeting, behaviors and observations are discussed as well as appropriate interventions. Academic concerns are also discussed at weekly PLC meetings on each grade level.

Supplemental academic instruction funds are utilized to provide after school tutoring two days a week.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Christine Szymanski	Principal
Marlene Baer	Teacher
Melissa Miller	Parent
Heather Niemas	Parent
Denise Samuelson	Business/Community
Valarie Dobson	Teacher
Ruthann Suess	Teacher
Robert Wainwright	Parent
Alexis Plummer	Teacher
Linda Sheldon	Teacher
Jay Wainwright	Parent
Maria Roca	Teacher
Marta Argento	Education Support Employee
Maria Banks	Teacher
Nearyrath Huang	Parent
Megan King	Parent
Makia Wallace	Parent
Adriane McGhee	Teacher
Irene Puskas	Education Support Employee
Greta Sarkis	Parent
Jesus Montenegro	Parent
Nestor Sanchez	Parent
Susana Uzcategui	Parent
Belyler Colemenies	Parent
Empress Jordan	Teacher

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

At the our first SAC meeting of the 2015-2016 school year, we reviewed last year's school improvement plan and school survey results. We held a work session to discuss our school improvement goals, including barriers and strategies in order to meet the goals.

Development of this school improvement plan

A draft of the school improvement plan will be provided to the committee for review, where their input will be discussed and integrated as appropriate.

By using the mid-year data to complete the mid-year narrative, we will be able to begin developing the SIP for the next school year, as well as review progress towards current goals. The end of year assessment data is used to determine overall performance of the school for the current year. The data is added to required annual goals on the state template.

Preparation of the school's annual budget and plan

We will discuss the school improvement fund budget, and determine the appropriate allocations as determined by our school improvement goal.

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

For the 2014-2015 school year, the school improvement fund did not purchase materials.

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 roster is expected to be complete by October and the SAC will be compliance.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Szymanski, Christine	Principal
Grubbs-Holmes, Atresa	Assistant Principal
Slaughter, Evangeline	Assistant Principal
Baer, Marlene	Instructional Coach
Pignolet, Michelle	Instructional Coach
Smith, Carol	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT works collaboratively with team representatives from each grade level. The goal of our LLT is the enhance literacy at our school. Our committee meets monthly to discuss and share best practices in reading and writing across content areas and review Orange County's K-12 Comprehensive Reading Plan.
The team also hosts "Bed Time Story" night to encourage the increase of reading time in the home. FSA night is provided for students in grades 3-5. Students are also strongly encouraged to participate in AR and determining goals. Students are provided charms as an incentive to gain points in AR. Another major initiative of the team this year is the implementation of i-Ready in grades K-5. One major initiative of the LLT will be to diligently monitor the technology tools that are used to support student academic achievement in order to enhance the delivery of instruction in the classroom. Largely, this will allow students to access additional resources which will improve research skills and content reading in multiple areas.

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

The grade levels conducts weekly PLC meetings to ensure collaborative planning with the discussion of standards based instruction as well as disaggregate data. Metrowest also provides professional development, staff meetings, and new teacher programs with established mentor/mentees for our new teachers. Common planning is scheduled across all grade levels to ensure collaboration between teams. The expectation is that all members of the team will learn how to deconstruct the standards, identify what the item specifications are addressing, and determine the tools that they are going to use to determine if students understand the content being taught

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

The school will select candidates that have highly qualified credentials during the interview and selection process. Provide professional development in the areas of instructional strategies, technology integration, and individualized instruction. Placement of teachers will align with professional experience, professional goals, and certifications.
Staff Recognition Awards: To recognize staff for going above and beyond, teaching engaging, standards-based lessons and making a positive impact on the overall school community.

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

Mentors are chosen based on the number of years of experience they have on the grade level and in teaching. This pairing provides the mentee with a contact on their grade level to help them grow as a professional and become a proficient teacher at their current grade level.
During the summer, mentors contacted their mentees to begin mapping out a plan for this school year. We also held a Meet and Greet for new teachers and grade level team leaders, along with administrators and support staff.
During pre-planning a meeting was held for mentors and mentees to address the beginning of the year needs.
The second Wednesday of every month, a meeting is held with new teachers and those teachers with less than 3 years of teaching experience. The teachers participate in professional development through a program named T.O.P.S. (Teachers Offering Professional Support). The mentors and mentees will participate in peer observational rounds to provide feedback on instructional best practices.

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

We use a data-driven approach to determine the most appropriate differentiated instruction for our students. We also offer small group reading intervention and enrichment to meet the needs of our diverse population. Formative and summative assessments are also utilized to track student progress relative to standards based learning and inform 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: 3,840

Beginning in October, tutoring will be offered to students who scored in the bottom quintile on FSA. We will also, offer tutoring to struggling students.

Strategy Rationale

Based on the data, there is a need for students to have extended learning opportunities over and beyond the school day. Students overall reading proficiency is expected to increase.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Szymanski, Christine, christine.szymanski@ocps.net

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

Data from i-Ready and formative assessments will be reviewed to determine next steps.

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

This year all students in kindergarten, first, and second grade will take the Measure of Academic Progress Test (MAP). This test will be administered three times a year (September, January, and May). MAP is an adaptive, computer-based assessment that is designed to identify strengths and areas of need in reading and math.
Transition program:
1. Teacher/ Principal/ Family meet and greet.
2. Families are able to meet their child's kindergarten teacher and meet other incoming kindergarten parents at the Kindergarten Round-up. This allows parents and students to interact in a fun and stress-free environment.
3. Kindergarten beginning of the year screening and assessments target basic kindergarten readiness skills. The data allows the teachers to target specific academic needs, or provide enrichment when needed.
4. Beginning of the Year Kindergarten Parent Breakfast. This is a welcome breakfast offered to all

new kindergarten and pre-k parents. The breakfast is held on campus and parents are welcomed to join after dropping their child off for the first day of school. PTO provides information on school events and ways parents can become involved.

5. To assist with the transition from 5th grade to middle school, the students visit Gotha and Chain of Lakes Middle Schools for a tour and orientation in the Spring. In addition, middle school counselors visit Metrowest to talk with students about school procedures, courses offered and extracurricular activities.

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

MetroWest implements several strategies to advance college and career awareness. Students and staff are encouraged to wear college paraphernalia on Fridays.
Fifth Grade students will also visit the feeder pattern middle school and one selected high school.

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

Metrowest incorporates non-fictional text to teach students about world history and the community to prepare them for the career and technical fields.

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

Metrowest participates in the OCPS Teach-In Program. Metrowest also participates in the OCPS STEM Program. The STEM curriculum incorporates project-based learning into interdisciplinary technology instruction.

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 effectively use the collaborative planning process to design rigorous lessons and formative assessments in order to increase student achievement. (Division Priority: Invest in Human Capital)

G2. Student achievement will increase with the utilization of Florida Standards and the Instructional Framework. (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. Teachers will effectively use the collaborative planning process to design rigorous lessons and formative assessments in order to increase student achievement. (Division Priority: Invest in Human Capital) `1a`

Targets Supported `1b`

🔍 G072980

Indicator	Annual Target
AMO Reading - All Students	83.0
AMO Math - All Students	84.0
FCAT 2.0 Science Proficiency	55.0

Resources Available to Support the Goal `2`

- Budget, Personnel
- IMS
- i-Ready for math and reading
- MAP for K-2
- Imagine Learning
- Florida Center for Reading Readiness
- Florida Ready Workbooks
- Instructional coaches

Targeted Barriers to Achieving the Goal `3`

- Professional Learning Communities are too large to effectively plan lessons, develop formative assessments and discuss data analysis.

Plan to Monitor Progress Toward G1. `8`

Common and summative assessment data, i-Ready Reports, Journey's and Go Math data will be reviewed by teachers and administrators. Student performance will increase with teachers effectively implementing the collaborative planning process.

Person Responsible
Christine Szymanski

Schedule
Biweekly, from 8/17/2015 to 6/2/2016

Evidence of Completion
PLC Data meetings, formative assessments, classroom observations, professional development sign-in sheets, i-Ready reports, Journey's summative assessments, MAP data, FSA data and Go Math assessment data will be reviewed and monitored.

G2. Student achievement will increase with the utilization of Florida Standards and the Instructional Framework. (Division Priority: Accelerate Student Performance) [1a]

🔑 G072981

Targets Supported [1b]

Indicator	Annual Target
AMO Reading - All Students	83.0
FCAT 2.0 Science Proficiency	55.0
AMO Math - All Students	84.0

Resources Available to Support the Goal [2]

- Budget, Personnel, Imstructional Management System, iReady Reading and Math, Measures of Academic Progress (MAP, K-2), Imagine Learning, Safari Montage, Florida Center for Reading Readiness, Think Central, and Florida Ready Workbooks

- IMS

- i-Ready for math and reading

- MAP for K-2

- Imagine Learning

- Florida Center for Reading Readiness

- Florida Ready Workbooks

- Instructional coaches

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 G2. [8]

Administrators will monitor professional development activities related to Marzano's Evaluation model, deliberate practice plans, and classroom observations. 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
Christine Szymanski

Schedule
Weekly, from 8/17/2015 to 6/2/2016

Evidence of Completion
Classroom observations, i-Ready reports, MAP assessment data, FSA data, formative and summative assessment data will be reviewed and 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 effectively use the collaborative planning process to design rigorous lessons and formative assessments in order to increase student achievement. (Division Priority: Invest in Human Capital) 1

G072980

G1.B2 Professional Learning Communities are too large to effectively plan lessons, develop formative assessments and discuss data analysis. 2

B190557

G1.B2.S3 Professional development will be provided to ensure consistent understanding and protocols needed for effective collaborative planning of standards-based instruction. 4

S201991

Strategy Rationale

With a common knowledge base for collaborative planning, grade level teams will optimize time provided for planning which will positively impact student achievement.

Action Step 1 5

Grade level teams will meet to plan lessons and develop common assessments, using a variety of resources.

Person Responsible

Christine Szymanski

Schedule

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

Evidence of Completion

i-Observations, assessment data and student work samples

Action Step 2 5

Teachers will be provided with training on effective collaborative planning.

Person Responsible

Christine Szymanski

Schedule

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

Evidence of Completion

Formative assessment after the professional development

Action Step 3 5

The leadership team will participate weekly in grade level PLC to ensure teachers are planning standards based lessons and creating formative assessments aligned to the standard.

Person Responsible

Christine Szymanski

Schedule

Weekly, from 8/24/2015 to 6/8/2016

Evidence of Completion

PLC meeting notes, lesson plan reviews and formative assessments

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Observation of the collaborative planning sessions.

Person Responsible

Christine Szymanski

Schedule

Weekly, from 9/7/2015 to 6/8/2016

Evidence of Completion

Notes and feedback of the observation of the planning session

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 `7`

Teacher observations using the Marzano Framework following collaborative planning.

Person Responsible

Christine Szymanski

Schedule

Weekly, from 9/14/2015 to 6/8/2016

Evidence of Completion

During the Marzano observation of the collaboratively planned lessons, student learning will occur and the teacher will have a majority of the rated elements at applying or innovating

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 `7`

During lesson plan reviews, the leadership team will provide feedback to teachers on formative assessments aligned to the standard.

Person Responsible

Christine Szymanski

Schedule

Weekly, from 9/14/2015 to 6/8/2016

Evidence of Completion

Lesson plans and formative assessments

G2. Student achievement will increase with the utilization of Florida Standards and the Instructional Framework. (Division Priority: Accelerate Student Performance) `1`

`G072981`

G2.B2 Teachers lack consistency in effective instructional delivery of standards aligned to the Instructional Framework. `2`

`B190560`

G2.B2.S1 Professional development will be provided on DQ 2, 3, and 4 to shift teachers instruction into more rigorous tasks and instruction. `4`

`S201995`

Strategy Rationale

Teachers will gain an understanding of planning rigorous instruction throughout all areas.

Action Step 1 `5`

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

Person Responsible

Denise Evans

Schedule

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

Evidence of Completion

Powerpoint and sign-in sheet

Action Step 2 `5`

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

Person Responsible

Christine Szymanski

Schedule

Weekly, from 9/21/2015 to 6/8/2016

Evidence of Completion

i-Observation data and feedback to teachers

Action Step 3 5

Instructional coaches will provide modeling and side-by-side coaching to struggling teachers. Teachers will have the opportunity to observe peers who have effectively utilized the Instructional Framework throughout their delivery.

Person Responsible

Schedule

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

Evidence of Completion

Coach's logs and i-Observations data/feedback

Plan to Monitor Fidelity of Implementation of G2.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

Christine Szymanski

Schedule

Weekly, from 9/21/2015 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 G2.B2.S1 7

Through i-Observation data and feedback to teachers

Person Responsible

Christine Szymanski

Schedule

Weekly, from 9/21/2015 to 6/8/2016

Evidence of Completion

i-Observation data and feedback and lesson plan reviews

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.S3.A1	Grade level teams will meet to plan lessons and develop common assessments, using a variety of resources.	Szymanski, Christine	8/17/2015	i-Observations, assessment data and student work samples	6/8/2016 weekly
G2.B2.S1.A1	District and leadership team will provide professional development on DQ 2, 3, and 4 to support teachers with the Instructional Framework.	Evans, Denise	8/17/2015	Powerpoint and sign-in sheet	6/8/2016 quarterly
G1.B2.S3.A2	Teachers will be provided with training on effective collaborative planning.	Szymanski, Christine	8/17/2015	Formative assessment after the professional development	6/8/2016 quarterly
G2.B2.S1.A2	The leadership team will conduct i-Observations and provide teachers feedback as it relates to the framework.	Szymanski, Christine	9/21/2015	i-Observation data and feedback to teachers	6/8/2016 weekly
G1.B2.S3.A3	The leadership team will participate weekly in grade level PLC to ensure teachers are planning standards based lessons and creating formative assessments aligned to the standard.	Szymanski, Christine	8/24/2015	PLC meeting notes, lesson plan reviews and formative assessments	6/8/2016 weekly
G2.B2.S1.A3	Instructional coaches will provide modeling and side-by-side coaching to struggling teachers. Teachers will have the opportunity to observe peers who have effectively utilized the Instructional Framework throughout their delivery.		9/28/2015	Coach's logs and i-Observations data/ feedback	6/8/2016 weekly
G1.MA1	Common and summative assessment data, i-Ready Reports, Journey's and Go Math data will be reviewed by teachers and administrators. Student performance will increase with teachers effectively implementing the collaborative planning process.	Szymanski, Christine	8/17/2015	PLC Data meetings, formative assessments, classroom observations, professional development sign-in sheets, i-Ready reports, Journey's summative assessments, MAP data, FSA data and Go Math assessment data will be reviewed and monitored.	6/2/2016 biweekly
G1.B2.S3.MA1	Teacher observations using the Marzano Framework following collaborative planning.	Szymanski, Christine	9/14/2015	During the Marzano observation of the collaboratively planned lessons, student learning will occur and the teacher will have a majority of the rated elements at applying or innovating	6/8/2016 weekly
G1.B2.S3.MA4	During lesson plan reviews, the leadership team will provide feedback to teachers on formative assessments aligned to the standard.	Szymanski, Christine	9/14/2015	Lesson plans and formative assessments	6/8/2016 weekly
G1.B2.S3.MA1	Observation of the collaborative planning sessions.	Szymanski, Christine	9/7/2015	Notes and feedback of the observation of the planning session	6/8/2016 weekly
G2.MA1	Administrators will monitor professional development activities related to Marzano's Evaluation model, deliberate practice plans, and classroom observations. 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.	Szymanski, Christine	8/17/2015	Classroom observations, i-Ready reports, MAP assessment data, FSA data, formative and summative assessment data will be reviewed and monitored.	6/2/2016 weekly
G2.B2.S1.MA1	Through i-Observation data and feedback to teachers	Szymanski, Christine	9/21/2015	i-Observation data and feedback and lesson plan reviews	6/8/2016 weekly
G2.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.	Szymanski, Christine	9/21/2015	i-Observation data and feedback to teachers and lesson plan reviews	6/8/2016 weekly

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 effectively use the collaborative planning process to design rigorous lessons and formative assessments in order to increase student achievement. (Division Priority: Invest in Human Capital)

G1.B2 Professional Learning Communities are too large to effectively plan lessons, develop formative assessments and discuss data analysis.

G1.B2.S3 Professional development will be provided to ensure consistent understanding and protocols needed for effective collaborative planning of standards-based instruction.

PD Opportunity 1

Grade level teams will meet to plan lessons and develop common assessments, using a variety of resources.

Facilitator

Instructional coaches and the leaderhsip team

Participants

Instructiona staff

Schedule

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

PD Opportunity 2

Teachers will be provided with training on effective collaborative planning.

Facilitator

Leadership team

Participants

Instructional staff

Schedule

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

G2. Student achievement will increase with the utilization of Florida Standards and the Instructional Framework. (Division Priority: Accelerate Student Performance)

G2.B2 Teachers lack consistency in effective instructional delivery of standards aligned to the Instructional Framework.

G2.B2.S1 Professional development will be provided on DQ 2, 3, and 4 to shift teachers instruction into more rigorous tasks and instruction.

PD Opportunity 1

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

Facilitator

District rep and leadership team

Participants

Instructional staff

Schedule

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

Budget

Budget Data

		Grade level teams will meet to plan lessons and develop common assessments, using a variety of resources.				
1	G1.B2.S3.A1	Grade level teams will meet to plan lessons and develop common assessments, using a variety of resources.				$12,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	1141	140-Substitute Teachers	1021 - Metrowest Elementary	General Fund		$12,500.00
2	G1.B2.S3.A2	Teachers will be provided with training on effective collaborative planning.				$0.00
3	G1.B2.S3.A3	The leadership team will participate weekly in grade level PLC to ensure teachers are planning standards based lessons and creating formative assessments aligned to the standard.				$0.00
4	G2.B2.S1.A1	District and leadership team will provide professional development on DQ 2, 3, and 4 to support teachers with the Instructional Framework.				$0.00
5	G2.B2.S1.A2	The leadership team will conduct i-Observations and provide teachers feedback as it relates to the framework.				$0.00
6	G2.B2.S1.A3	Instructional coaches will provide modeling and side-by-side coaching to struggling teachers. Teachers will have the opportunity to observe peers who have effectively utilized the Instructional Framework throughout their delivery.				$0.00
					Total:	$12,500.00