

Orange County Public Schools

Washington Shores Elementary



2016-17 Schoolwide Improvement Plan

Washington Shores Elementary

944 W LAKE MANN DR, Orlando, FL 32805

<https://washingtonshoreses.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School KG-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	99%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	F*	F	D

**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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Washington Shores Elementary

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

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

Washington Shores Elementary encourages teachers to build relationships in all classes through character education, data chats, and life skills. We also provide a variety of opportunities for student involvement in co-curricular activities that allow for meaningful, bonding experiences between students and teachers. Teachers also engage students in activities designed specifically to gather information and understanding about their students' backgrounds, interests, and cultures. The activities are intentionally designed to launch discussions about what it means to be respectful, responsible, resourceful, and engaged. The entire staff at Washington Shores Elementary also models appropriate behaviors to ensure that positive student behaviors are evident school-wide.

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

Washington Shores Elementary has a school-wide discipline program, which is a systematic proactive approach that encourages positive and safe behavior. Students are greeted upon arrival by staff members and provided a nutritious breakfast each day. As students enter the classroom, teachers welcome them by name. During the school day, teachers create a non-threatening learning environment that encourages risk-taking -- a critical component for rigorous learning. High expectations for student learning is our way of work. Positive behaviors are reinforced throughout the day using a positive reward system. Each day ends with positive feedback and high expectations for the following day. Staff members ensure a safe and orderly dismissal.

c. 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.

Washington Shores Elementary uses CHAMPS as its school-wide behavioral program. CHAMPS is a systematic, proactive approach that focuses on clear expectations for routines and procedures for every activity a student is engaged in. All instructional and support staff have been trained in CHAMPS to ensure that the program is implemented with fidelity. Ongoing, CHAMPS focused classroom visits are conducted and followed up with specific feedback and support to individual teachers. In an effort to involve and engage parents, communication goes home on a daily basis in the student planner to apprise parents of how well their students are performing as it pertains to behavioral expectations.

Each nine weeks our academic dean and classroom teachers review components of the OCPS Code

of Student Conduct with each grade level. An alternative, supportive classroom setting is available to meet the needs of students who are displaying difficulties in their homeroom setting. Incentives are also provided for students who demonstrate positive academic and social behaviors.

d. 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.

Washington Shores Elementary has one in-house guidance counselor and a district assigned social worker available to assist students and families in accessing services that provide financial, social, and emotional support. The guidance counselor also meets with students to discuss their academic and social-emotional needs to provide encouragement and support. The Multi-Tiered System of Supports (MTSS) is in place to ensure struggling students receive timely academic and behavioral interventions and are monitored for improvement in those areas. Additionally, our Going the Extra Mile (G.E.M.) program targets struggling learners and pairs them with teachers who serve as mentors and meet regularly with the students to set goals, review achievement data, and track and monitor their progress throughout the school year.

3. Early Warning Systems

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

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

Weekly data meetings are conducted with the leadership team. The team looks specifically at the latest academic, behavioral, attendance, and guidance referral data to identify negative and positive trends. The findings of our data meetings are then communicated to teachers, along with strategies for improvement and/or celebration. Academic data is monitored and managed by all instructional coaches and the principal. Attendance data is monitored and managed by the registrar, guidance counselor, and the assistant principal. Discipline data is monitored and managed by the dean and assistant principal.

- A) Attendance below 90 percent
- B) One or more suspensions
- C) Level 1 on statewide assessment in reading or math
- D) Two or more of the early indicators

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	21	15	15	18	9	15	0	0	0	0	0	0	0	93
One or more suspensions	4	1	8	22	23	6	0	0	0	0	0	0	0	64
Course failure in ELA or Math	23	28	24	37	48	39	0	0	0	0	0	0	0	199
Level 1 on statewide assessment	0	0	0	42	52	32	0	0	0	0	0	0	0	126

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	6	7	8	9	10	11	12		
Students exhibiting two or more indicators	12	5	12	41	45	33	0	0	0	0	0	0	0	148	

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

Utilizing the MTSS framework, students are progress monitored and placed in fluid intervention groups based on skill levels. Tier II students are monitored bi-weekly and Tier III students are monitored weekly. Washington Shores Elementary has also implemented a mentoring program to support students that are exhibiting two or more of the early warning indicators. Students scoring a level one and students with course failures in English language arts and mathematics will receive additional intervention through the Reading Intervention Centers Enrichment (R-ICE) or Mathematics Intervention Centers Enrichment (M-ICE) blocks for Tier II instruction. These students will receive intense support using Voyager Passport, i-Ready, Early Intervention Reading (EIR), and Independent Reading Level Assessment (IRLA) to meet specific student needs for ELA. Support in math will be delivered using i-Ready and Scholastic Math Inventory (SMI). Students with one or more suspensions are placed on a behavior contract/plan, which is developed with parental input, and provided additional support through our G.E.M. mentoring program.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

Approximately 50% of the parents of Washington Shores ES will participate in at least two or more school events. We believe that parent involvement will help to increase student achievement in the areas of reading, writing, math, and/or science.

2. 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.

We have two Partner In Education (PIE) Coordinators who, along with administrators, secure reciprocal partnerships with local businesses that provide resources for the school throughout the year. Partnership referrals are made by teachers, administrators, parents, and other interested parties. Business owners are able to complete an electronic application that is approved by the PIE coordinators. Once the partnership is formalized, partners are required to participate in at least three activities during the academic school year. Partners support the school with things such as spirit nights, Teach-In, curriculum nights, donations of student and teacher incentives, volunteer hours, and other support deemed appropriate for increasing school-wide morale and student achievement. In return, students perform at local businesses, prepare written thank-you's, and the school gives partners regular recognition through the school's newsletter, marquee, and Website. Our students not only benefit from receiving materials

and resources that are necessary for academic success, but are also granted the amazing opportunity to work with individuals and businesses that will help to mold and prepare them for the diverse work force.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Stephens, Nate	Principal
Thomson, Arlene	Assistant Principal
Calvin, Keenya	Instructional Coach
Cieciwa-lott, Rebecca	Instructional Coach
Williams, Shacaree	Other
Ellis, Jasmine	Instructional Coach
Murray, Scheryll	Instructional Coach
Lewis, Tracy	Dean
Harper, Monica	School Counselor

b. Duties

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

Principal: Provides vision, ensures high academic achievement for all students, supervises curriculum and instruction, coordinates School Site Strategic Planning and School Improvement Plan, operation and management of all activities and functions, school and community relations, staff evaluations, program planning and evaluation, school budget and internal account management, enforcement of district policies, observes and assesses assigned personnel, intern placement, Jones High School consortium, student supervision and discipline, and participates in the School Advisory Council (SAC) and Parent Teacher Organization (PTO).

Assistant Principal: Assists with school curriculum planning and implementation of curriculum initiatives in accordance with the School Improvement Plan and teacher needs, student supervision, student discipline, maintains records of all referrals, oversees the implementation and support of school-wide behavior initiatives, observes and assesses assigned personnel, oversees the progress of the lowest twenty-five percent of student, oversees the MTSS process, coordinates coaching support for the leadership team members, coordinates professional development for non-instructional staff, oversees after-school clubs, oversees Summer Reading Camp, coordinates student awards and assemblies, and participates in SAC and PTO.

Curriculum Resource Teacher (CRT): Oversees the K-5 curriculum frameworks addressing the Florida State Standards and Next Generation Sunshine State Standards, coordinates curriculum planning and implementation of curriculum initiatives, school professional learning schedule in accordance with the School Improvement Plan and teacher needs, assists with implementation of Marzano Instructional Practices and feedback to teachers, provides support as an instructional coach, conducts inventory and ordering of all curriculum materials, Testing Coordinator, coordinates academic programs, oversees promotion and retention processes, oversees completion of the School

Improvement Plan, oversees Five Star School procedures, coordinates promotion and retention documentation, oversees weekly community newsletter submissions and develop newsletter articles quarterly, assists with weekly reports, and participates in SAC and PTO.

Reading Coach: Supports K-5 curriculum frameworks addressing the Florida State Standards, supports school curriculum planning and implementation of curriculum initiatives, provides support as an instructional coach, curriculum materials inventory, oversees and monitors reading assessments and data, supports and monitors professional learning communities for reading, oversees all literacy strategies, programs and practices, for reading, coordinates reading diagnostic assessment schedule, assists with implementation of Marzano instructional practices and feedback to teachers, assists with Deliberate Practice, assists with curriculum and instruction of Positive Alternative to School Suspension program, assists with completion of School Improvement Plan, after-school literacy programs, assists with professional development, assists with hiring of new staff and placement of teachers, and participates in SAC and PTO.

Mathematics Coach: Supports K-5 curriculum frameworks addressing the Florida State Standards, supports school curriculum planning and implementation of curriculum initiatives, provides support as an instructional coach, curriculum materials inventory, coordinates mathematics programs and initiatives, assists with implementation of Marzano instructional practices and feedback to teachers, assists with Deliberate Practice, assists with curriculum and instruction of Positive Alternative to School Suspension program, assists with completion of School Improvement Plan, assists with professional development serves as the Title I coordinator, assists with the completion of the School Improvement Plan, assists with hiring of new staff and placement of teachers, and participates in SAC and PTO.

Science Coach: Supports K-5 curriculum frameworks addressing the Florida State Standards and Next Generation Sunshine State Standards, progress monitor science assessments and data, supports and monitors PLCs for science content, oversees all science strategies, programs and practices, assists with implementation of Marzano instructional practices and feedback to teachers, assists with Deliberate Practice, assists with curriculum and instruction of Positive Alternative to School Suspension program, assists with completion of School Improvement Plan, assists with professional development, develops newsletter articles quarterly and weekly reports, assists with hiring of new staff and placement of teachers, participates in SAC and PTO.

Staffing Specialist: responsible for maintaining all compliance and district required documentation for ESE and ELL students, coordinates all exceptional student education, 504, and limited English proficiency meetings, coordinates referrals and /or testing schedule for social worker and school psychologist, assists CRT with standardized testing to ensure proper modifications and accommodations for exceptional student education, 504, and English language learner students, assists regular education teachers in developing behavior strategies/behavior plans to work with potential exceptional student education students, or students with general behavior problems, assists the Testing Coordinator with the ACCESS instrument, serves as the parental involvement coordinator and oversees the implementation of the Parental Involvement Plan, assists registrar with full time equivalent, and participates in SAC and PTO.

Guidance Counselor: establishes targeted groups focused on specific student social-emotional needs, manages the Love Pantry, coordinates Character Education programs, oversees Attendance Child Study and Truancy meetings with registrar and social worker, serves as Partners in Education coordinator, serves as the Homeless Liaison and coordinates services for homeless students and students in need, coordinates Five Star School Award and submissions to OCPS, progress monitor students at Tier II & Tier III for academics and behavior, and participates in SAC and PTO.

Dean: Supports student supervision and discipline school-wide, maintains appropriate records of the

status of all referrals, supports the implementation of CHAMPS which is the school-wide behavior initiative, assists regular education teachers in developing behavior plans and strategies that conform to CHAMPS, provides supports for students exhibiting early warning signs of negative behaviors, and participates in SAC and PTO.

2. 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.

Washington Shores is very fortunate to have the support and involvement of the following:

Title I – This funding has allowed Washington Shores Elementary to:

- * hire additional staff to reduce class size and strengthen the relationship between the schools and families
 - * facilitate activities to promote parental involvement
 - * strengthen teacher training in reading/language arts and mathematics instruction
 - * strengthen components related to curriculum and instruction such as computer assisted instruction
- Services are provided to ensure students requiring additional remediation are assisted through after-school programs or summer school.

Title II - Washington Shores Elementary utilizes available Title II funds to obtain substitute teachers, allowing classroom instructors professional development opportunities throughout the school day. This will support grade level collaboration and the implementation of the Common Core State Standards. Additionally, Title II funds are used to secure training materials and resources for professional development towards increasing student achievement.

Title III - Services are provided through the district for educational materials and English Language Learner (ELL) district support services to improve the education of immigrant and ELL. The Guidance Counselor works to ensure that ELL students receive services during daily academic instruction. She also works with district personnel to maintain the school Parent Leadership Council which convenes quarterly.

Title X - District Homeless Social Worker provides resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. In addition, school social worker and parent liaison maintain regularly scheduled visits to families to assist in distribution of resources and educational materials.

Supplemental Academic Instruction - Funds are used to provide extended learning opportunities. During the summer, we have kindergarten through fourth grade students attend a summer enrichment program which reinforces reading, mathematics, and science strategies. All Level 1 and Level 2 students are encouraged to attend reading and math programs while our higher level performers are enriched in others.

Counseling Programs -The school offers a non-violence and anti-drug program to students that incorporates field trips, community service, and counseling. These events are provided by our School Resource Officer and Super Kids. Our dean, SRO, and guidance counselor provide resources to parents and families in need of support.

Food and Nutrition Services - Washington Shores Elementary offers a breakfast and lunch program with food choices that are in compliance with the USDA Breakfast and Lunch Program. In addition,

our school participates in the fruits and vegetables pilot program. Washington Shores Elementary maintains a PE department that includes instruction in athletics and fitness training. Washington Shores is also compliant with the PE requirement of 150 minutes per week.

The school-based MTSS Team meets monthly to problem-solve based on progress monitoring data. During the meeting, the team discusses the issues facing students who are not making progress. Team members review data, student-by-student, and discuss services for those in need. Based on discussion and review, instructional focus is adjusted to provide needed professional staff development opportunities that assist teachers with effective delivery of tiered instruction/interventions with students.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Shacaree Williams	Teacher
Dr. Nathaniel Stephens	Principal
Ida Henson-Starks	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

SAC members reviewed the school improvement plan three times last year. The goals, barriers and strategies were discussed and SAC members provided feedback based on the academic and community needs. Ideas were generated, the SIP was monitored for effectiveness, and changes were made throughout the year to meet the needs of the school. Parental input was also solicited for the AdvancED survey.

b. Development of this school improvement plan

The involvement of SAC is to assist in the preparation and evaluation of the results of the school improvement plan and to assist the principal with the annual school budget. A survey is sent out each year to parents in order to gather feedback about the school. In addition, the SAC reviews relevant data, identifies problem areas, and develops improvement strategies.

c. Preparation of the school's annual budget and plan

The school's annual budget is developed by the principal, Dr. Stephens, and presented at the first SAC meeting of the year. SAC will review and approve the budget at this time.

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

Washington Shores Elementary's SAC funds were used to support academic student recognition programs.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Calvin, Keenya	Instructional Coach
Ellis, Jasmine	Instructional Coach
Thomson, Arlene	Assistant Principal
Stephens, Nate	Principal
Murray, Scheryll	Instructional Coach
Cieciwa-lott, Rebecca	Instructional Coach

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The primary purpose of our LLT is to increase our percentage of students reading on grade level and above by implementing standards-based instruction and rigorous classroom activities. To create a strong culture of literacy, Washington Shores Elementary provides continuous instructional support and guidance on methods that infuse effective, research based ELA strategies in all content areas -- including art, music, and physical education. Ongoing professional development focuses on employing ambitious instruction, differentiated classrooms, embedding common core instructional shifts, Marzano high yield strategies, and effective use of data to drive instructional decisions. To support teachers in improving their pedagogy, we offer side-by-side coaching, peer observations, and immediate, actionable feedback.

D. Public and Collaborative Teaching

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

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

Washington Shores Elementary is a PLC that promotes collaborative planning and instruction through common planning, reflective teaching, and shared ideas using data to drive all conversations and decisions affecting students. We provide teachers with ongoing professional development focused on cognitive student engagement, rigorous classroom activities using Hess' Cognitive Rigor Matrix, Marzano's design questions, and differentiated instruction. Positive working relationships between teachers are ongoing through the use of mentoring, peer observations, collaborative feedback, and the coaching cycle. Teachers demonstrate their commitment by actively collaborating in disaggregating data, deconstructing standards, goal-setting, common planning, effective instruction, and having high academic expectations for all students.

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

In order to recruit highly qualified teachers, our school provides teacher incentive pay along with retention pay. To retain these effective teachers, our instructional coach assigns mentors for beginning teachers (0-3 years). Additionally, we build teacher capacity by facilitating ongoing professional

development, providing common planning opportunities, and encouraging professional learning communities.

The strategies we use to recruit and retain highly qualified, certified in-field, effective teachers to our school include the following:

- Orange County Public Schools Recruitment Fair
- Hire highly qualified candidates that have demonstrated the ability to improve student achievement
- Structured mentoring program including bi-weekly professional development to meet the specific needs of new teachers
- Ongoing professional development on Florida Standards and the Marzano Framework
- Collaborative planning
- Immediate, actionable feedback to teachers on instructional practices through the use of iObservation
- Teacher appreciation celebrations

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

The New Educator Systems of Support (NESS) mentoring program provides support for beginning teachers and those teachers new to Washington Shores Elementary. These individuals are provided with a mentor, bi-weekly meetings with a team of mentors and specific professional development for beginning teachers.

Teachers are paired based on the mentor's level of experience teaching in a specific grade, personality and physical classroom location.

Mentee/Mentor pairings:

Kindergarten

Julie Wienecke - Keenya Calvin

Danielle Claxton - Shacaree Williams

Antoinette Dolvin - Jill Robbins

1st

Elinette DeJesus-Vega - Lindsey Colon

Katherine McKenna - Rebecca Wesolowski

3rd

Mary Lewis - Jasmine Ellis

4th

Candice Hamilton - Keenya Calvin

Erika Frazier-Nembhard - Scheryll Murray

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Our mathematics, reading and science curriculum were approved by the State and district as meeting the requirements for alignment to the Florida Standards. Write Score will be used to practice and progress monitor writing aligned with the Florida Standards.

Instructional coaches provide teachers with facilitated collaborative planning each week for reading, mathematics and science. We use the district Instructional Focus Calendars, Measurement Topic Plans as well as the Scope and Sequence to support lesson planning processes. We deconstruct the Florida Standards using Test Item Specifications. Curriculum resources include Journeys and Ready LAFS for ELA, Go Math! for math, and P-Sell, Fusion, and Science Coach for science. Computer based instructional enrichment/intervention programs include i-Ready, FasttMath, and Scholastic Math Inventory for math.

b. Instructional Strategies

1. 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.

Teachers attend weekly data meetings with administrators and coaches to discuss student academic data, specifically disaggregating items to determine areas for reteaching and growth. Teachers differentiate reading instruction during the 90-minute reading block (guided reading differentiated centers), R-ICE block, M-ICE block, and the additional 60 minutes of reading instruction. Administrators and coaches meet with teachers to discuss student data chats and individual progress. As a result of these meetings, data is used to inform instructional decisions.

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

Strategy: Extended School Day

Minutes added to school year: 10,800

The school extended hour is provided daily to all students for reading instruction and enrichment utilizing intervention programs such as i-Ready, IRLA, EIR, Voyager, Journeys and teacher-led small groups.

Strategy Rationale

To increase student reading proficiency through standards-based, differentiated instruction aligned to specific student needs.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Calvin, Keenya, keenya.calvin@ocps.net

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

Computer-based data is collected from i-Ready. The data and lessons provided by the program are used to group students and guide teacher-led intervention. Data is also reviewed by the leadership team to determine if the programs are being implemented with fidelity and are meeting students' individual needs. Data points are used by the MTSS team to chart student progress and inform professional development and other supports.

2. Student Transition and Readiness

a. PreK-12 Transition

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

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

At Washington Shores Elementary, all incoming kindergarten students are assessed prior to or upon entering in order to determine individual and group needs and assist in the development of robust instruction/intervention programs.

Data is used to plan daily academic and social/emotional instruction for all students (groups or individual) who may need intervention beyond core instruction. Teachers use the FLKRS diagnostic and MAP assessment to provide data necessary to support the transition to the Journeys reading series and GO MATH! in Kindergarten. Kindergarten academic and behavioral instruction will include daily explicit instruction, modeling, guided practice and independent practice in all academic and behavioral content areas. Social skills instruction will occur weekly using the Character Education Curriculum.

Screening tools will be re-administered mid-year and at the end of the year in order to determine student learning gains and the need for changes to the instructional/intervention programs.

Students transitioning from fifth grade to sixth grade are provided with information about the programs and electives associated with middle school curriculum. Students are provided with an orientation by

the middle school leadership team which provides students and their families with the necessary information they will need to have a successful transition.

b. College and Career Readiness

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

Washington Shores Elementary promotes academic and career planning using components of Destination College which focuses on the following strategies:

- Increasing familiarity with different careers
- Exploring careers of interest
- Enhancing self-awareness
- Identifying students' interests that link to specific careers
- Learning about specific career requirements (such as training or education needed)
- Promoting the importance of staying in school
- Emphasizing the importance of a college education

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

NA

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

NA

4. 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.

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** In order to support OCPS Teaching and Learning Division Priorities, we will use research-based instructional strategies, and the Florida Standards to collaboratively plan, deliver, and monitor lessons for all tiers of instruction to increase student proficiency on state assessments.
- G2.** In order to support OCPS Teaching and Learning Division Priorities, we will increase family involvement by empowering parents to support their children academically both at home and school.

Strategic Goals Detail

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

G1. In order to support OCPS Teaching and Learning Division Priorities, we will use research-based instructional strategies, and the Florida Standards to collaboratively plan, deliver, and monitor lessons for all tiers of instruction to increase student proficiency on state assessments. 1a

G084341

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	65.0
FSA Mathematics Achievement	65.0
FCAT 2.0 Science Proficiency	50.0

Targeted Barriers to Achieving the Goal 3

- Teachers have limited knowledge and experience with applying research-based instructional strategies using the Florida Standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Curriculum materials for ELA, Reading, Mathematics and Science
- Technology - hardware, digital curriculum, and applications
- Professional Learning Communities with Common Planning
- Instructional Coaches
- District Support

Plan to Monitor Progress Toward G1. 8

We will review student achievement data (common assessments, district benchmark assessments, MAP, FSA), and instructional effectiveness at all tiers.

Person Responsible

Nate Stephens

Schedule

Biweekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Coaching logs, iObservation; school, district, and state data

G2. In order to support OCPS Teaching and Learning Division Priorities, we will increase family involvement by empowering parents to support their children academically both at home and school. 1a

G084342

Targets Supported 1b

Indicator	Annual Target
5Es Score: Parent Involvement	75.0

Targeted Barriers to Achieving the Goal 3

- Families are not equipped to support the academic needs of their students due to lack of knowledge and adequate resources.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Availability Surveys
- Social Media Tools
- Event Trend Data
- Parental Involvement Coordinator

Plan to Monitor Progress Toward G2. 8

Leadership team will convene monthly to analyze family evaluations to ensure that we are meeting or exceeding our participation and quality goals.

Person Responsible

Arlene Thomson

Schedule

Monthly, from 10/26/2016 to 5/31/2017

Evidence of Completion

Family evaluation feedback results, sign-in sheets

Plan to Monitor Progress Toward G2. 8

Leadership team will convene monthly to analyze comparison data (family formative assessments versus school-based student data) to ensure that we are meeting or exceeding our student learning goals.

Person Responsible

Nate Stephens

Schedule

Monthly, from 10/26/2016 to 5/31/2017

Evidence of Completion

School-based student data, family formative assessments

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

 = Problem Solving Step  S123456 = Quick Key


G1. In order to support OCPS Teaching and Learning Division Priorities, we will use research-based instructional strategies, and the Florida Standards to collaboratively plan, deliver, and monitor lessons for all tiers of instruction to increase student proficiency on state assessments. **1**

 G084341

G1.B1 Teachers have limited knowledge and experience with applying research-based instructional strategies using the Florida Standards **2**

 B224093

G1.B1.S1 We will use collaborative planning to strengthen teacher capacity and instructional delivery of the Florida Standards. **4**

 S236481

Strategy Rationale

Teacher collaboration and modeling, with support from a school-based and/or district coaches, will strengthen teachers' understanding and instructional delivery of the Florida Standards.

Action Step 1 **5**

Facilitate weekly lesson collaboration sessions that allow teachers to demonstrate their understanding of the content and how the information should be delivered to students.

Person Responsible

Jasmine Ellis

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Lesson plans, meeting notes with feedback, follow-up observational data

Action Step 2 **5**

Continue with systematic structures that hold teachers accountable for planning and delivery of standards based instruction, to include lesson plans, checks for understanding, HOT questions, and various tasks aligned to the rigor of each standard being targeted.

Person Responsible

Nate Stephens

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Common planning agenda, lesson plans, observational data

Action Step 3 5

Coaches will provide teachers with follow-up support to plan and deliver lessons aligned with the Florida Standards.

Person Responsible

Jasmine Ellis

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Coaching logs, lesson plans, planning agenda, observational data, and local/statewide assessments

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

An administrator and/or district personnel will attend collaborative planning sessions and data meetings, as well as conduct coaching walk-throughs to ensure consistency and fidelity of implementation.

Person Responsible

Nate Stephens

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Collaborative planning agendas, sign-in sheets, and student performance data

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

School-based leadership team members, in collaboration with district personnel, will conduct classroom observations to determine if core instruction meets the full intent of the Florida Standards. Additionally, teachers will be provided with immediate feedback via conferences, email, and iObservation.

Person Responsible

Nate Stephens

Schedule

Daily, from 8/15/2016 to 5/31/2017

Evidence of Completion

iObservation data, feedback emails, conference notes

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

School-based leadership team will conduct weekly leadership meetings to discuss trends among observational data and determine coaching opportunities.

Person Responsible

Nate Stephens

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

iObservation data, coaching calendars, coaching logs

G2. In order to support OCPS Teaching and Learning Division Priorities, we will increase family involvement by empowering parents to support their children academically both at home and school. 1

G084342

G2.B1 Families are not equipped to support the academic needs of their students due to lack of knowledge and adequate resources. 2

B224095

G2.B1.S3 Assign student roles for all activities and events for the purpose of attracting families to our school. 4

S236485

Strategy Rationale

If students are the central participants in activities and events, then families are more likely to attend.

Action Step 1 5

Create event coordination form, to include space for specific student tasks/roles for all activities.

Person Responsible

Shacaree Williams

Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Event Coordination Form

Action Step 2 5

Event coordinators will elicit ideas from students and generate appropriate roles for each activity.

Person Responsible

Shacaree Williams

Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Event Coordination Form

Action Step 3 5

Use all available communication tools to inform families of student-focused and student-directed academic events.

Person Responsible

Shacaree Williams

Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Event Coordination Forms will be reviewed by our leadership team prior to all activities.

Person Responsible

Arlene Thomson

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Leadership team meeting notes, Event Coordination Forms, advertisements

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Sign-in sheets, attendance counts, and exit surveys will be used to gauge family involvement.

Person Responsible

Shacaree Williams


Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Sign-in sheets, photos/videos, parent surveys

G2.B1.S4 Implement Academic Parent Teacher Teams (APTT) 4

 S236486

Strategy Rationale

The APTT process allows teachers to build community with their families, educate them on academic trends, and provide tools and resources that will assist with building basic skills at home with their children.

Action Step 1 5

Identify pilot classrooms for the APTT initiative

Person Responsible

Nate Stephens

Schedule

On 8/17/2016

Evidence of Completion

Teacher email responses to solicitation

Action Step 2 5

Provide professional development to selected teachers on the program expectations

Person Responsible

Nate Stephens

Schedule

Quarterly, from 10/5/2016 to 5/31/2017

Evidence of Completion

Sign-in sheets, PD feedback forms, PD materials and resources

Action Step 3 5

Establish quarterly content focus areas at selected grade levels

Person Responsible

Jasmine Ellis

Schedule

Quarterly, from 10/12/2016 to 5/31/2017

Evidence of Completion

Action Step 4 5

Establish APTT meeting dates

Person Responsible

Jasmine Ellis

Schedule

On 5/31/2017

Evidence of Completion

Master calendar

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Leadership team members will monitor each session ensuring that the APTT program objectives are being met.

Person Responsible

Nate Stephens

Schedule

Quarterly, from 10/26/2016 to 5/31/2017

Evidence of Completion

Observational feedback via Google Forms

Plan to Monitor Fidelity of Implementation of G2.B1.S4 6

Solicit participant feedback at each meeting with a focus on their comfort and proficiency as it pertains to the content being presented.

Person Responsible

Arlene Thomson

Schedule

Quarterly, from 10/26/2016 to 5/31/2017

Evidence of Completion

Family exit slips, feedback via Google Forms, PollEverywhere

Plan to Monitor Effectiveness of Implementation of G2.B1.S4 7

Teachers will monitor the weekly APTT parent formative assessments and compare school-based formative assessment data for reliability.

Person Responsible

Nate Stephens

Schedule

On 5/31/2017




Evidence of Completion

Parent formative assessment results, school-based student data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2017					
G2.B1.S4.A1 A305049	Identify pilot classrooms for the APTT initiative	Stephens, Nate	8/17/2016	Teacher email responses to solicitation	8/17/2016 one-time
G1.MA1 M311037	We will review student achievement data (common assessments, district benchmark assessments, MAP,...	Stephens, Nate	8/15/2016	Coaching logs, iObservation; school, district, and state data	5/31/2017 biweekly
G2.MA1 M311043	Leadership team will convene monthly to analyze family evaluations to ensure that we are meeting or...	Thomson, Arlene	10/26/2016	Family evaluation feedback results, sign-in sheets	5/31/2017 monthly
G2.MA2 M311044	Leadership team will convene monthly to analyze comparison data (family formative assessments...	Stephens, Nate	10/26/2016	School-based student data, family formative assessments	5/31/2017 monthly
G1.B1.S1.MA1 M311032	School-based leadership team members, in collaboration with district personnel, will conduct...	Stephens, Nate	8/15/2016	iObservation data, feedback emails, conference notes	5/31/2017 daily
G1.B1.S1.MA4 M311033	School-based leadership team will conduct weekly leadership meetings to discuss trends among...	Stephens, Nate	8/15/2016	iObservation data, coaching calendars, coaching logs	5/31/2017 weekly
G1.B1.S1.MA1 M311034	An administrator and/or district personnel will attend collaborative planning sessions and data...	Stephens, Nate	8/15/2016	Collaborative planning agendas, sign-in sheets, and student performance data	5/31/2017 weekly
G1.B1.S1.A1 A305040	Facilitate weekly lesson collaboration sessions that allow teachers to demonstrate their...	Ellis, Jasmine	8/15/2016	Lesson plans, meeting notes with feedback, follow-up observational data	5/31/2017 weekly
G1.B1.S1.A2 A305041	Continue with systematic structures that hold teachers accountable for planning and delivery of...	Stephens, Nate	8/15/2016	Common planning agenda, lesson plans, observational data	5/31/2017 weekly
G1.B1.S1.A3 A305042	Coaches will provide teachers with follow-up support to plan and deliver lessons aligned with the...	Ellis, Jasmine	8/15/2016	Coaching logs, lesson plans, planning agenda, observational data, and local/ statewide assessments	5/31/2017 weekly
G2.B1.S3.MA1 M311038	Sign-in sheets, attendance counts, and exit surveys will be used to gauge family involvement.	Williams, Shacaree	8/15/2016	Sign-in sheets, photos/videos, parent surveys	5/31/2017 monthly
G2.B1.S3.MA1 M311039	Event Coordination Forms will be reviewed by our leadership team prior to all activities.	Thomson, Arlene	8/15/2016	Leadership team meeting notes, Event Coordination Forms, advertisements	5/31/2017 weekly
G2.B1.S3.A1 A305046	Create event coordination form, to include space for specific student tasks/ roles for all...	Williams, Shacaree	8/15/2016	Event Coordination Form	5/31/2017 monthly
G2.B1.S3.A2 A305047	Event coordinators will elicit ideas from students and generate appropriate roles for each activity.	Williams, Shacaree	8/15/2016	Event Coordination Form	5/31/2017 monthly
G2.B1.S3.A3 A305048	Use all available communication tools to inform families of student-focused and student-directed...	Williams, Shacaree	8/15/2016		5/31/2017 monthly
G2.B1.S4.MA1 M311040	Teachers will monitor the weekly APTT parent formative assessments and compare school-based...	Stephens, Nate	10/26/2016	Parent formative assessment results, school-based student data	5/31/2017 one-time
G2.B1.S4.MA1 M311041	Leadership team members will monitor each session ensuring that the APTT program objectives are...	Stephens, Nate	10/26/2016	Observational feedback via Google Forms	5/31/2017 quarterly
G2.B1.S4.MA2 M311042	Solicit participant feedback at each meeting with a focus on their comfort and proficiency as it...	Thomson, Arlene	10/26/2016	Family exit slips, feedback via Google Forms, PollEverywhere	5/31/2017 quarterly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S4.A2  A305050	Provide professional development to selected teachers on the program expectations	Stephens, Nate	10/5/2016	Sign-in sheets, PD feedback forms, PD materials and resources	5/31/2017 quarterly
G2.B1.S4.A3  A305051	Establish quarterly content focus areas at selected grade levels	Ellis, Jasmine	10/12/2016		5/31/2017 quarterly
G2.B1.S4.A4  A305052	Establish APTT meeting dates	Ellis, Jasmine	10/19/2016	Master calendar	5/31/2017 one-time

V. Professional Development Opportunities

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

G1. In order to support OCPS Teaching and Learning Division Priorities, we will use research-based instructional strategies, and the Florida Standards to collaboratively plan, deliver, and monitor lessons for all tiers of instruction to increase student proficiency on state assessments.

G1.B1 Teachers have limited knowledge and experience with applying research-based instructional strategies using the Florida Standards

G1.B1.S1 We will use collaborative planning to strengthen teacher capacity and instructional delivery of the Florida Standards.

PD Opportunity 1

Facilitate weekly lesson collaboration sessions that allow teachers to demonstrate their understanding of the content and how the information should be delivered to students.

Facilitator

Mathematics Coach (Murray), Reading Coach (Calvin), CRT (Ellis), Science Coach (Lott)

Participants

All teachers

Schedule

Weekly, from 8/15/2016 to 5/31/2017

VI. Technical Assistance Items

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

G1. In order to support OCPS Teaching and Learning Division Priorities, we will use research-based instructional strategies, and the Florida Standards to collaboratively plan, deliver, and monitor lessons for all tiers of instruction to increase student proficiency on state assessments.

G1.B1 Teachers have limited knowledge and experience with applying research-based instructional strategies using the Florida Standards

G1.B1.S1 We will use collaborative planning to strengthen teacher capacity and instructional delivery of the Florida Standards.

TA Opportunity 1

Continue with systematic structures that hold teachers accountable for planning and delivery of standards based instruction, to include lesson plans, checks for understanding, HOT questions, and various tasks aligned to the rigor of each standard being targeted.

Facilitator

Mathematics Coach (Murray), Reading Coach (Calvin), CRT (Ellis), Science Coach (Lott)

Participants

Teachers

Schedule

Weekly, from 8/15/2016 to 5/31/2017

TA Opportunity 2

Coaches will provide teachers with follow-up support to plan and deliver lessons aligned with the Florida Standards.

Facilitator

Mathematics Coach (Murray), Reading Coach (Calvin), CRT (Ellis), Science Coach (Lott)

Participants

Teachers

Schedule

Weekly, from 8/15/2016 to 5/31/2017

G2. In order to support OCPS Teaching and Learning Division Priorities, we will increase family involvement by empowering parents to support their children academically both at home and school.

G2.B1 Families are not equipped to support the academic needs of their students due to lack of knowledge and adequate resources.

G2.B1.S4 Implement Academic Parent Teacher Teams (APTT)

TA Opportunity 1

Identify pilot classrooms for the APTT initiative

Facilitator

Principal (Stephens)

Participants

Teachers

Schedule

On 8/17/2016

TA Opportunity 2

Provide professional development to selected teachers on the program expectations

Facilitator

Principal (Stephens) Assistant Principal (Thomson) Parent Support Liaison (Nobles)

Participants

Selected teachers

Schedule

Quarterly, from 10/5/2016 to 5/31/2017

TA Opportunity 3

Establish quarterly content focus areas at selected grade levels

Facilitator

Instructional Coaches

Participants

Selected teachers

Schedule

Quarterly, from 10/12/2016 to 5/31/2017

TA Opportunity 4

Establish APTT meeting dates

Facilitator

CRT (Ellis)

Participants

Selected APTT teachers, leadership team

Schedule

On 5/31/2017

VII. Budget

1	G1.B1.S1.A1	Facilitate weekly lesson collaboration sessions that allow teachers to demonstrate their understanding of the content and how the information should be delivered to students.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			5861 - Washington Shores Elementary			\$0.00
2	G1.B1.S1.A2	Continue with systematic structures that hold teachers accountable for planning and delivery of standards based instruction, to include lesson plans, checks for understanding, HOT questions, and various tasks aligned to the rigor of each standard being targeted.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			5861 - Washington Shores Elementary	Title I, Part A		\$0.00
3	G1.B1.S1.A3	Coaches will provide teachers with follow-up support to plan and deliver lessons aligned with the Florida Standards.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			5861 - Washington Shores Elementary	AARA		\$0.00
4	G2.B1.S3.A1	Create event coordination form, to include space for specific student tasks/ roles for all activities.				\$0.00
5	G2.B1.S3.A2	Event coordinators will elicit ideas from students and generate appropriate roles for each activity.				\$0.00
6	G2.B1.S3.A3	Use all available communication tools to inform families of student-focused and student-directed academic events.				\$0.00
7	G2.B1.S4.A1	Identify pilot classrooms for the APTT initiative				\$0.00
8	G2.B1.S4.A2	Provide professional development to selected teachers on the program expectations				\$0.00

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9	G2.B1.S4.A3	Establish quarterly content focus areas at selected grade levels	\$0.00
10	G2.B1.S4.A4	Establish APTT meeting dates	\$0.00
Total:			\$0.00