Orange County Public Schools

Metrowest Elementary

2016-17 Schoolwide Improvement Plan

Metrowest Elementary

1801 LAKE VILMA DR, Orlando, FL 32835

https://metrowestes.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 PK-5	No	71%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	80%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	C	B*	A	A

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.

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 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 Metrowest 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.

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 events, and Mentoring Program.
Teachers 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.

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

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 will continue to use CHAMPS and Positive Behavior Supports to create a safe school environment.

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.

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.

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 meets monthly with the administrative staff (assistant principal, administrative dean, behavior specialist), as part of the Behavior Leadership Team. The team meets to ensure that the system is fair and consistently enforced.

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

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.

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 our parents with information to outside counseling agencies should the need arise. We have a guidance counselor, behavior specialist, social worker, and administrative dean who assist our students with their social-emotional.

Furthermore, as a result of our Best Practices in Inclusive Education assessment (BPIE), our 2016-2017 BPIE goal is for administrators to facilitate job-embedded professional development on inclusive practices for all school personnel.

3. 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).

a. 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 concerns.
Students who received a score of Level 1 on the statewide assessment will be offered after school tutoring opportunities.

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	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Attendance below 90 percent	41	36	35	18	41	20	0	0	0	0	0	0	0	191
One or more suspensions	17	15	33	15	24	35	0	0	0	0	0	0	0	139
Course failure in ELA or Math	4	5	4	7	10	3	0	0	0	0	0	0	0	33
Level 1 on statewide assessment	0	0	0	94	109	84	0	0	0	0	0	0	0	287

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students exhibiting two or more indicators	4	3	6	19	33	25	0	0	0	0	0	0	0	90

c. 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 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) or in-school suspension 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 implement the embed elements of the framework during lesson planning and instructional delivery.

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?
No

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

2. 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 membership on PTA was 100%.

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.

Through our Partners in Education program, we build and sustain community relationships, this 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 provide supplemental support for extracurricular activities. For the past several years they have donated $10,000 to the school for technology upgrades, our fine arts, and physical education departments.

We recognize the partners in education in our weekly newsletter.

C. 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).

1. School Leadership Team

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

Name	Title
Szymanski, Christine	Principal
Grubbs-Holmes, Atresa	Assistant Principal
Slaughter, Evangeline	Assistant Principal
Baer, Marlene	Instructional Coach
Smith, Carol	Instructional Coach
Dobson, Valerie	School Counselor
Evans, Denise	Instructional Coach
Bouch, Richard	Dean
Mosquera, Deahva	Instructional Coach
Simon, Jeanna	Instructional Coach

b. Duties

1. 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.

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.

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.

Jeanna Simon, Curriculum Resource Teacher (CRT):
Ms. Simon provides various resources to the staff and parents. Ms. Simon 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, Ms. Simon participates in common planning and provides professional development to the teachers.

Carol Smith, Reading Coach/Multi-Tiered System of Support (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.

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.

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

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

Marlene Baer, Curriculum Compliance Teacher (CCT):
Mrs. Baer completes all ESOL documentation for compliance. She also provides research-based suggestions for intervention and instruction to all ESOL teachers.

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.

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.

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 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 begin to collect additional data, such as; test data, work samples, and targeted intervention data, to monitor the student's progression. Our Staffing Specialist gathers information from cumulative folder and relevant background information. Once the Whale Watcher form has been completed, a meeting is scheduled with the classroom teacher. At the meeting, behaviors and observations are discussed as well as appropriate interventions. Academic progress is discussed at weekly PLC meetings on each grade level.

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

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Christine Szymanski	Principal
Frances Dickey	Parent
Empress Jordan	Teacher
Jeff Wojciechowicz	Parent
Heather Niemas	Parent
Angelique Durgha	Education Support Employee
Ruthann Suess	Teacher
Valerie Dobson	Teacher
Denise Samuelson	Business/Community
Latonia Aris	Parent
Tahlia Jones	Parent
Jennifer Farmer	Parent
Maria Banks	Teacher
Grace Feng	Parent
Marcia Washington	Parent
Abigail Perez	Parent
Agnes Pagan	Teacher
Marlene Baer	Teacher
Yazmin Garcia	Teacher

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

At the our first SAC meeting of the 2015-2016 school year, we reviewed the previous 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.

b. Development of this school improvement plan

A draft of the school improvement plan will be provided to the committee for review. Input will be gathered and integrated as appropriate.

By using the mid-year data to complete the mid-year narrative, we will be able to review progress towards current goals and begin to develop the SIP for the next school year. 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.

c. 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.

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

For the 2015-2016 school year, school improvement funds were not used to purchase materials.

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.

The SAC roster will be completed by October 31, 2016, and the School Advisory Council (SAC) will be in compliance.

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
Szymanski, Christine	Principal
Grubbs-Holmes, Atresa	Assistant Principal
Slaughter, Evangeline	Assistant Principal
Baer, Marlene	Instructional Coach
Simon, Jeanna	Instructional Coach
Smith, Carol	Instructional Coach

b. Duties

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

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.

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.

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.

Jeanna Simon, Curriculum Resource Teacher (CRT):
Ms. Simon provides various resources to the staff and parents. Ms. Simon 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, Ms. Simon participates in common planning and provides professional development to the teachers.

Carol Smith, Reading Contact/Multi-Tiered System of Support (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.

Marlene Baer, Curriculum Compliance Teacher (CCT):
Mrs. Baer completes all ESOL documentation for compliance. She also provides research-based suggestions for intervention and instruction to all ESOL teachers.

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.

All of the team leaders attended the Professional Learning Community Conference. The grade levels conduct 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.

2. 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 are given to recognize staff for going above and beyond, teaching engaging, standards-based lessons and making a positive impact on the overall school community.

3. 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.

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.

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.

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.

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 to inform instruction.

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: 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
Grubbs-Holmes, Atresa, atresa.grubbs-holmes@ocps.net

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

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

Strategy: After School Program

Minutes added to school year: 3,840

Third Grade Reading Acceleration Program

Strategy Rationale

To increase the reading proficiency of participating minority students to at least 80% as measured by the state standardized test in the spring of 2017.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Smith, Carol, carol.smith@ocps.net

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

Data from I-Ready, formative and summative assessments will be reviewed to determine next steps.

Strategy: After School Program

Minutes added to school year: 3,840

Fifth Grade Elementary Math Acceleration

Strategy Rationale

To increase the math proficiency (Level 3) of participating minority students to at least 75% as measured by the Math Florida Standards Assessment in the Spring of 2017.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Slaughter, Evangeline, evangeline.slaughter@ocps.net

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

Go Math Assessments and iReady data will be reviewed to determine next steps.

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. § 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.

This year, all students in kindergarten, first, and second grade will take the Measure of Academic Progress Test (MAP). This assessment 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 students complete a beginning beginning of the year screening to identify 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. PTA 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 offerings and extracurricular activities.

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.

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.

2. 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.

3. 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. We also participate in the OCPS STEM Program. The STEM curriculum incorporates project-based learning into interdisciplinary technology instruction.

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.

N/A

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 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"Â? 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

`1` = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Student achievement will increase as a result of deliberate planning, implementation and monitoring of the Florida Standards. (Division Priority: Accelerate Student Performance)

G2.   Teachers will gain proficiency in the Marzano Instructional Framework in order to increase rigor, and thereby student achievement as a result of the their strategic implementation of the framework. (Division Priority: Invest in Human Capital)

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. Student achievement will increase as a result of deliberate planning, implementation and monitoring of the Florida Standards. (Division Priority: Accelerate Student Performance) 1a

🔍 G085015

Targets Supported 1b

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

Targeted Barriers to Achieving the Goal 3

- Teachers need a deeper level of understanding of how to identify critical targets within the standards and progress with each unit of instruction to deepen the rigor and understanding of learners.

Resources Available to Help Reduce or Eliminate the Barriers 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

Plan to Monitor Progress Toward G1. 8

Common and summative assessment data, i-Ready Reports, 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
Denise Evans

Schedule
Every 3 Weeks, from 8/15/2016 to 6/2/2017

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

G2. Teachers will gain proficiency in the Marzano Instructional Framework in order to increase rigor, and thereby student achievement as a result of the their strategic implementation of the framework. (Division Priority: Invest in Human Capital) `1a`

🔑 G085016

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

Targeted Barriers to Achieving the Goal `3`

- Teachers need a deeper understanding of how to progress from Design Questions 2-4 within a unit of instruction to increase student achievement.

Resources Available to Help Reduce or Eliminate the Barriers `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

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
Carol Smith

Schedule
Weekly, from 8/22/2016 to 6/2/2017

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. Student achievement will increase as a result of deliberate planning, implementation and monitoring of the Florida Standards. (Division Priority: Accelerate Student Performance) 1

🔑 G085015

G1.B1 Teachers need a deeper level of understanding of how to identify critical targets within the standards and progress with each unit of instruction to deepen the rigor and understanding of learners. 2

🔑 B226112

G1.B1.S1 Provide professional development and coaching of strategic planning to deconstruct standards, develop goals and scales based evidence, and implement common formative assessments. 4

🔑 S238514

Strategy Rationale

The standards and assessments should drive the instruction so teachers will need to collaborate to become more proficient in their understanding in order to scaffold and monitor instruction.

Action Step 1 5

Provide coaching and facilitate strategic planning PLC's (reading and math) to deconstruct standards and create goals with specific learning targets and evidence based scales.

Person Responsible

Carol Smith

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

PLC agenda/notes, lesson plans

Action Step 2 5

Conduct informal observations and classroom walkthroughs to ensure delivery is aligned to plans.

Person Responsible

Christine Szymanski

Schedule

Every 3 Weeks, from 8/22/2016 to 6/2/2017

Evidence of Completion

iObservation data and reports

Action Step 3 5

Provide grade levels with half-day planning days to support collaboration and planning standards based rigorous lessons.

Person Responsible

Christine Szymanski

Schedule

Semiannually, from 10/3/2016 to 6/2/2017

Evidence of Completion

Grade level teams will post their lesson plans on SharePoint. Lesson plans will be reviewed by the leadership team to ensure that rigorous lessons are being developed.

Action Step 4 5

Provide teachers will opportunities to participate in peer observations and reflect on data driven instructional practices, with follow-up coaching support as needed.

Person Responsible

Atresa Grubbs-Holmes

Schedule

On 6/2/2017

Evidence of Completion

Peer observation logs and exit slips

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

The leadership team will attend, coach and provide feedback during PLC meetings to monitor the fidelity of implementation.

Person Responsible

Evangeline Slaughter

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

iObservation, standards based lesson plans, and grade level collaboration (PLC) minutes

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

The leadership team will monitor the implementation of the goals, scales, and evidence being implemented through classroom observations.

Person Responsible

Christine Szymanski

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

iObservation data, PLC meeting minutes, agendas, sign-in sheets, lesson plans, student artifacts.

G1.B1.S2 The leadership team will develop proficiency in supporting lesson planning. Collaborative planning will be scheduled on specific days and times. 4

🔑 S238515

Strategy Rationale

Teachers will have a routine for planning that will create accountability.

Action Step 1 5

Establish the purpose and collaborative planning teams.

Person Responsible

Christine Szymanski

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

PLC meeting notes/agendas, sign-in sheets

Action Step 2 5

Teacher teams will meet together with the leadership team to design lessons and formative/summative assessments.

Person Responsible

Jeanna Simon

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

PLC meeting agenda, notes, lesson plans, formative/summative assessment data, sign-in sheets

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

The purpose of the PLC's will be established and reviewed throughout the meetings. The principal will review and update the schedule focusing on formative assessments. The leadership team meetings will be held and team progress will be reviewed.

Person Responsible

Christine Szymanski

Schedule

Weekly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Sign-in sheets, PLC agenda/notes

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

Monitoring of lesson plans for best practices and standards based lesson focus on classroom observation with actionable feedback.

Person Responsible

Atresa Grubbs-Holmes

Schedule

Weekly, from 8/22/2016 to 6/2/2017

Evidence of Completion

iObservation data and feedback, lesson plans, and PLC agenda/notes, formative and summative assessment data.

G2. Teachers will gain proficiency in the Marzano Instructional Framework in order to increase rigor, and thereby student achievement as a result of the their strategic implementation of the framework. (Division Priority: Invest in Human Capital) 1

🔑 G085016

G2.B1 Teachers need a deeper understanding of how to progress from Design Questions 2-4 within a unit of instruction to increase student achievement. 2

🔑 B226113

G2.B1.S1 We will provide professional development for teachers on, rigor and relevance, Webb's Depth of Knowledge, and deconstructing the Florida Standards. 4

🔑 S238516

Strategy Rationale

To help teachers understand the importance of teaching to the standard as opposed to the textbook.

Action Step 1 5

Provide differentiated professional development based on classroom observations and feedback on rigor, relevance, deconstructing the Florida State Standards, and Marzano's high yield strategies.

Person Responsible

Jeanna Simon

Schedule

Every 3 Weeks, from 8/15/2016 to 6/2/2017

Evidence of Completion

Participation Sign In Sheets, iObservations, lesson plans

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

Administrators and leadership team will conduct classroom observations and review lesson plans.

Person Responsible

Christine Szymanski

Schedule

Daily, from 8/22/2016 to 6/2/2017

Evidence of Completion

iObservation, lesson plans

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

Administrators will analyze assessment data through conferencing, lesson plans and deliberate practice plans.

Person Responsible

Christine Szymanski

Schedule

Daily, from 9/5/2016 to 6/2/2017

Evidence of Completion

iObservation feedback, assessment data, lesson plan feedback

G2.B1.S3 Provide professional development and coaching with utilizing strategically selected Marzano elements within instructional planning and implementation. 4

🔑 S238518

Strategy Rationale

Purposeful planning and implementation of specific Marzano elements within the design questions is necessary to reach the level of rigor required to meet the targeted student achievement outcomes.

Action Step 1 5

Provide professional development with Marzano targeted elements based iObservation data.

Person Responsible

Evangeline Slaughter

Schedule

Monthly, from 8/15/2016 to 6/2/2017

Evidence of Completion

Professional development agendas, iObservation Data, PowerPoints and teacher exit slips

Action Step 2 5

Provide coaching during lesson planning to ensure elements are embedded in plans.

Person Responsible

Carol Smith

Schedule

Every 3 Weeks, from 8/22/2016 to 6/2/2017

Evidence of Completion

Lesson Plans, PLC notes and iObservation reports

Action Step 3 `5`

Conduct coaching and informal observations to identify strategies that are being used effectively.

Person Responsible

Jeanna Simon

Schedule

Every 3 Weeks, from 8/22/2016 to 6/2/2017

Evidence of Completion

iObservation Reports

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

The leadership team (coaches and administration will monitor the implementation of learned strategies during the collaborative planning PLC (professional learning community meetings once a week.

Person Responsible

Carol Smith

Schedule

Weekly, from 8/22/2016 to 5/31/2017

Evidence of Completion

PLC common planning minutes, lesson plans, iObservation data

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

The leadership team (administration and coaches) will monitor classroom instruction and student achievement through classroom observations to verify the effectiveness and provide actionable feedback to continue to progress with implementing the Marzano Instructional Framework when planning and teaching.

Person Responsible

Evangeline Slaughter

Schedule

Daily, from 8/22/2016 to 5/31/2017

Evidence of Completion

iObservation data and reports

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.S3.MA1 M315488	The leadership team (administration and coaches) will monitor classroom instruction and student...	Slaughter, Evangeline	8/22/2016	iObservation data and reports	5/31/2017 daily
G2.B1.S3.MA1 M315489	The leadership team (coaches and administration will monitor the implementation of learned...	Smith, Carol	8/22/2016	PLC common planning minutes, lesson plans, iObservation data	5/31/2017 weekly
G1.MA1 M315483	Common and summative assessment data, i-Ready Reports, and Go Math data will be reviewed by...	Evans, Denise	8/15/2016	PLC Data meetings, formative assessments, classroom observations, professional development sign-in sheets, i-Ready reports, summative assessments, MAP data, FSA data and Go Math assessment data will be reviewed and monitored.	6/2/2017 every-3-weeks
G2.MA1 M315490	Administrators will monitor professional development activities related to Marzano's Evaluation...	Smith, Carol	8/22/2016	Classroom observations, i-Ready reports, MAP assessment data, FSA data, formative and summative assessment data will be reviewed and monitored.	6/2/2017 weekly
G1.B1.S1.MA1 M315479	The leadership team will monitor the implementation of the goals, scales, and evidence being...	Szymanski, Christine	8/15/2016	iObservation data, PLC meeting minutes, agendas, sign-in sheets, lesson plans, student artifacts.	6/2/2017 weekly
G1.B1.S1.MA1 M315480	The leadership team will attend, coach and provide feedback during PLC meetings to monitor the...	Slaughter, Evangeline	8/22/2016	iObservation, standards based lesson plans, and grade level collaboration (PLC) minutes	6/2/2017 weekly
G1.B1.S1.A1 A308825	Provide coaching and facilitate strategic planning PLC's (reading and math) to deconstruct...	Smith, Carol	8/15/2016	PLC agenda/notes, lesson plans	6/2/2017 weekly
G1.B1.S1.A2 A308826	Conduct informal observations and classroom walkthroughs to ensure delivery is aligned to plans.	Szymanski, Christine	8/22/2016	iObservation data and reports	6/2/2017 every-3-weeks
G1.B1.S1.A3 A308827	Provide grade levels with half-day planning days to support collaboration and planning standards...	Szymanski, Christine	10/3/2016	Grade level teams will post their lesson plans on SharePoint. Lesson plans will be reviewed by the leadership team to ensure that rigorous lessons are being developed.	6/2/2017 semiannually
G1.B1.S1.A4 A308828	Provide teachers will opportunities to participate in peer observations and reflect on data driven...	Grubbs-Holmes, Atresa	8/22/2016	Peer observation logs and exit slips	6/2/2017 one-time
G2.B1.S1.MA1 M315484	Administrators will analyze assessment data through conferencing, lesson plans and deliberate...	Szymanski, Christine	9/5/2016	iObservation feedback, assessment data, lesson plan feedback	6/2/2017 daily
G2.B1.S1.MA1 M315485	Administrators and leadership team will conduct classroom observations and review lesson plans.	Szymanski, Christine	8/22/2016	iObservation, lesson plans	6/2/2017 daily
G2.B1.S1.A1 A308831	Provide differentiated professional development based on classroom observations and feedback on...	Simon, Jeanna	8/15/2016	Participation Sign In Sheets, iObservations, lesson plans	6/2/2017 every-3-weeks
G1.B1.S2.MA1 M315481	Monitoring of lesson plans for best practices and standards based lesson focus on classroom...	Grubbs-Holmes, Atresa	8/22/2016	iObservation data and feedback, lesson plans, and PLC agenda/notes, formative and summative assessment data.	6/2/2017 weekly
G1.B1.S2.MA1 M315482	The purpose of the PLC's will be established and reviewed throughout the meetings. The principal...	Szymanski, Christine	8/15/2016	Sign-in sheets, PLC agenda/notes	6/2/2017 weekly
G1.B1.S2.A1 A308829	Establish the purpose and collaborative planning teams.	Szymanski, Christine	8/15/2016	PLC meeting notes/agendas, sign-in sheets	6/2/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.A2 🔑 A308830	Teacher teams will meet together with the leadership team to design lessons and formative/summative...	Simon, Jeanna	8/15/2016	PLC meeting agenda, notes, lesson plans, formative/summative assessment data, sign-in sheets	6/2/2017 weekly
G2.B1.S3.A1 🔑 A308833	Provide professional development with Marzano targeted elements based iObservation data.	Slaughter, Evangeline	8/15/2016	Professional development agendas, iObservation Data, PowerPoints and teacher exit slips	6/2/2017 monthly
G2.B1.S3.A2 🔑 A308834	Provide coaching during lesson planning to ensure elements are embedded in plans.	Smith, Carol	8/22/2016	Lesson Plans, PLC notes and iObservation reports	6/2/2017 every-3-weeks
G2.B1.S3.A3 🔑 A308835	Conduct coaching and informal observations to identify strategies that are being used effectively.	Simon, Jeanna	8/22/2016	iObservation Reports	6/2/2017 every-3-weeks

V. Professional Development Opportunities

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

G1. Student achievement will increase as a result of deliberate planning, implementation and monitoring of the Florida Standards. (Division Priority: Accelerate Student Performance)

G1.B1 Teachers need a deeper level of understanding of how to identify critical targets within the standards and progress with each unit of instruction to deepen the rigor and understanding of learners.

G1.B1.S1 Provide professional development and coaching of strategic planning to deconstruct standards, develop goals and scales based evidence, and implement common formative assessments.

PD Opportunity 1

Provide coaching and facilitate strategic planning PLC's (reading and math) to deconstruct standards and create goals with specific learning targets and evidence based scales.

Facilitator

Learning Sciences

Participants

Instructional Coaches, Team Leaders, Principal and Assistant Principals

Schedule

Weekly, from 8/15/2016 to 6/2/2017

G1.B1.S2 The leadership team will develop proficiency in supporting lesson planning. Collaborative planning will be scheduled on specific days and times.

PD Opportunity 1

Establish the purpose and collaborative planning teams.

Facilitator

Learning Science

Participants

Instructional Coaches, Team Leaders, Principal and Assistant Principal

Schedule

Weekly, from 8/15/2016 to 6/2/2017

G2. Teachers will gain proficiency in the Marzano Instructional Framework in order to increase rigor, and thereby student achievement as a result of the their strategic implementation of the framework. (Division Priority: Invest in Human Capital)

G2.B1 Teachers need a deeper understanding of how to progress from Design Questions 2-4 within a unit of instruction to increase student achievement.

G2.B1.S1 We will provide professional development for teachers on, rigor and relevance, Webb's Depth of Knowledge, and deconstructing the Florida Standards.

PD Opportunity 1

Provide differentiated professional development based on classroom observations and feedback on rigor, relevance, deconstructing the Florida State Standards, and Marzano's high yield strategies.

Facilitator

Principal, Assistant Principals and Leadership Team

Participants

Teachers

Schedule

Every 3 Weeks, from 8/15/2016 to 6/2/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide coaching and facilitate strategic planning PLC's (reading and math) to deconstruct standards and create goals with specific learning targets and evidence based scales.				$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		120-Classroom Teachers	1021 - Metrowest Elementary	General Fund		$8,000.00
2	G1.B1.S1.A2	Conduct informal observations and classroom walkthroughs to ensure delivery is aligned to plans.				$0.00
3	G1.B1.S1.A3	Provide grade levels with half-day planning days to support collaboration and planning standards based rigorous lessons.				$0.00
4	G1.B1.S1.A4	Provide teachers will opportunities to participate in peer observations and reflect on data driven instructional practices, with follow-up coaching support as needed.				$0.00
5	G1.B1.S2.A1	Establish the purpose and collaborative planning teams.				$0.00
6	G1.B1.S2.A2	Teacher teams will meet together with the leadership team to design lessons and formative/summative assessments.				$0.00
7	G2.B1.S1.A1	Provide differentiated professional development based on classroom observations and feedback on rigor, relevance, deconstructing the Florida State Standards, and Marzano's high yield strategies.				$0.00
8	G2.B1.S3.A1	Provide professional development with Marzano targeted elements based iObservation data.				$0.00
9	G2.B1.S3.A2	Provide coaching during lesson planning to ensure elements are embedded in plans.				$0.00
10	G2.B1.S3.A3	Conduct coaching and informal observations to identify strategies that are being used effectively.				$0.00
					Total:	$8,000.00