

Orange County Public Schools

Westridge Middle



2016-17 Schoolwide Improvement Plan

Westridge Middle

3800 W OAK RIDGE RD, Orlando, FL 32809

<https://westridgems.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)
Middle School 6-8	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	97%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	D	D*	C	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 was approved by the Orange County School Board on 1/10/2017.

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 Westridge Middle

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Targeted Support & Improvement - 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.

Westridge Middle School will implement cultural activities throughout the school year to celebrate student diversity by hosting multicultural events and activities during Hispanic Heritage Month and Black History Month. Teachers provide multicultural awareness through content area lessons. In addition, Restorative Justice practices will be implemented to provide students and teachers with a better opportunity to learn more about each other's experiences that shape an individual's beliefs and thinking process.

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

For the 2016-2017 school year, a revised school-wide behavior plan was implemented to provide uniformity and consistency. In addition, the revised school-wide supervision plan includes the school being open to all students beginning at 8 a.m. daily, for morning arrival. This will include homework assistance, study help, and supervised student engagement. Furthermore, students will be rewarded during the school year for positive academic and behavior through our Positive Behavior Support (PBS) system and the school Renaissance program. After school, tutoring and student support programs will be offered through the YMCA after-school program. This will also include a dinner program sponsored by Orange County Public Schools. These programs will be reviewed over the summer of 2016 with the school Student Behavior Team and revised to meet the needs of our students. The overall goal is to continue the growth of our students and teachers in overall school safety and procedures.

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.

For the 2016-2017 school year, a revised school-wide Student Behavior Plan will be implemented. This was devised through feedback from teachers and administrators. In addition, the Student Behavior Team met over the summer of 2016 to review the previous year's plan and make revisions. The schoolwide plan includes a consistent classroom behavior plan. The behavior plan will be introduced to teachers during a pre-planning learning session. Surveys are scheduled for the start of the 2nd, 3rd, and 4th 9 weeks and will be offered to all teachers for feedback. These survey periods will be followed up with an open forum for all teachers to attend, aimed at reviewing and revising, as needed, the school-wide Student Behavior Plan. Furthermore, to track student discipline areas such as tardiness, dress code, and late arrival to school, the PLASCO tracking system will be used.

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.

During the 2016-2017 school year, Restorative Justice (RJ) practices will be incorporated in the schoolwide discipline plan. This will include daily RJ sessions in the Positive Alternative to Student Suspension (PASS) program. In addition, RJ sessions will be included in any out-of-school suspension plans. This program supported the reduction of out-of-school (OSS) practices and allowed for student learning in decision-making and conflict resolution. This program, through the continual collaboration between school stakeholders, i.e. school administration, guidance counselors, and instructional support team members, will continue to support students in understanding overall respect and love for others through guided, positive decision-making practices and interventions.

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.

1. Student attendance will be monitored throughout the school year to monitor early warning signs of attendance, student attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension. Attendance team meetings will be held during the school year to support students falling below this percentage. This team will include, but is not limited to, the attendance clerk, guidance counselor, SAFE Coordinator, and an administrator.
2. Student behavior, for example, suspensions, whether in school or out of school will be monitored throughout the school year. This data will be compiled and reviewed on a quarterly basis by the School Behavior Team.
3. Through the master schedule and after-school program, a course recovery process will be implemented during the 2016-2017 school year aimed at providing students with a grade recovery process that can reduce any future summer school needs.
4. Student assessment progress will be monitored for those students scoring a Level 1 on the statewide, standardized assessments in English Language Arts or mathematics. In accordance with our BPIE, plans are in place to provide additional support to ESE students. Through our WIDA training, plans are also in place to provide different levels of support for our ELL students. Data will be used to progress monitor all students with special attention given to each subgroup.

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	0	0	0	0	0	0	55	71	71	0	0	0	0	197	
One or more suspensions	0	0	0	0	0	0	119	76	101	0	0	0	0	296	
Course failure in ELA or Math	0	0	0	0	0	0	40	20	40	0	0	0	0	100	
Level 1 on statewide assessment	0	0	0	0	0	0	176	222	192	0	0	0	0	590	
	0	0	0	0	0	0	0	0	0	0	0	0	0		
	0	0	0	0	0	0	0	0	0	0	0	0	0		

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	106	88	104	0	0	0	0	298

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

Once identified, these students will be offered support through guidance services, the Counselor/Dean Watch, SAFE support, individualized student support through the Academic Intervention teacher, and the before/after-school academic support plan, whichever is applicable.

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

Westridge Middle School will host 2 Advancement Via Individual Determination (AVID) parent nights per school year.

A volunteer calendar will be provided to all parents to detail volunteer opportunities and expectations. Westridge Middle School will implement activities and PLC's that will build the capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student achievement (2nd Monday of the month from 5pm-6pm).

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 the Partners in Education program (PIE), local partnerships will be made to support school events such as Curriculum, and Open House nights. In addition, Teach-In will be a venue for recruiting local businesses to share their occupation backgrounds with our students.

Westridge is developing a partnership with Mid-Florida Tech. in our neighborhood. Our CTE students took a fieldtrip to Orange Technical College during the first semester.

Westridge is developing a partnership with Oakridge HS and Dr. Phillips HS between the CTE teachers. Our CTE teacher has visited and collaborated with the coordinator and teachers from both high schools.

The AVID program continues to collaborate with our feeder schools. Our AVID students have taken field trips to visit Oakridge HS and Dr. Phillips HS.

The World Language program has also grown by adding Beginning Spanish, Spanish I, and Spanish II, which can offer high school credit.

The Fine Arts departments continues to work with the Fine Arts department at Oakridge High School and Dr. Phillips HS in preparing our students for a fine arts path. We continue to build partnerships with community Fine Art Theaters, i.e. Dr. Phillips Performing Arts Center and Universal Studios. In addition, a full-time Orchestra program was added for the 2016-2017 school year. The Arts program is in the process of incorporating a 3-D, computer-based, learning approach with our students.

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
Camacho, Christopher	Principal
Paternoster, Kimberly	Instructional Coach
McGraw, Sandra	Assistant Principal
McMiller, Crystal	Instructional Coach
Haan, Destiny	Instructional Coach
Jackson, Jennifer	Instructional Coach
Fontaine, Derrick	Assistant Principal

b. Duties

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

Dr. Camacho will monitor the Multi-Tiered Systems of Supports (MTSS) process to ensure fidelity and provide updates to the School Advisory Council (SAC) regarding the progress monitoring of the School Improvement Plan (SIP).

Mr. Fontaine will oversee the MTSS process organization and monitoring. Mr. Fontaine will report bi-weekly to Dr. Camacho.

Ms. Paternoster will provide student performance data from all student assessments to all instructional team members and facilitate professional development as necessary.

Ms. Jackson will provide support to teachers with lesson planning, common assessments, differentiated instruction, and Florida Standards implementation.

Ms. McMiller will provide support to teachers with lesson planning, common assessments, differentiated instruction, and Florida Standards implementation.

Dr. Wylene Reed will provide Exceptional Student Education (ESE) support to teachers as needed.

Ms. Linda Arline will provide English Language Learners (ELL) support to teachers as needed.

Ms. Destiny Haan, along with the support of our District Student support team member, will

coordinate interventions, both academic and behavioral, with strategically identified students.

Dr. Amana Levi, a student Intervention Specialist, has been brought on board to provide Course Recovery, Tier I, and Tier II support through class pull-outs with identified students and classes.

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.

The MTSS team will monitor all data on a bi-weekly basis to determine needs of individual students. Recommendations will be made by the team for additional assistance to Tier II and Tier III interventions as needed. School Title I dollars have been made available for student support and tutoring services. The school bookkeeper will maintain a record of any resources purchased. In addition, the MTSS Team will review student progress and resources available. Through this process, additional analysis will be made to determine whether additional student services and resources are needed.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Linda Arline	Teacher
Sandra McGraw	Teacher
Marilyn Colon	Education Support Employee
Crystal McMiller	Teacher
Lori Kimble	Teacher
Christopher Camacho	Principal
Kimberly Paternoster	Teacher
Levicko Embry	Teacher
Derrick Fontaine	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

The previous year's SIP will be reviewed for items that can be included in the 2016-2017 SIP for further implementation or removal altogether due to ineffectiveness.

b. Development of this school improvement plan

The School Advisory Council (SAC) was involved in the development of this school improvement plan by completing a survey about the strengths and needs of the school as it relates to parent involvement, safety, curriculum and communication. Student performance data from the 2015-2016 FCAT Science and FSA assessments will be shared with the SAC at the first meeting following the

release of these student assessment scores to determine whether any School Improvement Plan revisions are needed.

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

This will be determined at the October SAC meeting. In addition, an end of the year review will be conducted.

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

This will be determined at the October SAC meeting.

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
Camacho, Christopher	Principal
Paternoster, Kimberly	Instructional Coach
McGraw, Sandra	Assistant Principal
McMiller, Crystal	Instructional Coach
Jackson, Jennifer	Instructional Coach
Fontaine, Derrick	Assistant Principal
Haan, Destiny	Instructional Coach

b. Duties

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

Major initiatives for the LLT for the 2016-2017 school year include:

- Increased circulation of students and books in the Media Center
- Increased level of complex text in content area courses
- Increased authentic reading assignments and assessments
- Research-proven, literacy strategies embedded in daily lesson plans

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.

Weekly Professional Learning Community (PLC) and common planning sessions will be conducted with teachers, instructional coaches, and administrators. These will include the topics of common

assessments, lesson planning, and student performance data for both teacher-created common assessments.

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

Westridge Middle School recruits and hires only highly qualified, certified in-field and effective teachers. The hiring process is completed by administration.

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

All teachers new to Westridge Middle School are invited to a one day professional development session before pre-planning begins. This professional development includes school wide initiatives such as AVID and implementation of the Florida Standards and writing across the curriculum, discipline procedures, etc. Beginning teachers are provided a mentor that has been trained by the district and that also effectively teaches in the same academic area. Beginning teachers meet with the curriculum resource teacher (CRT) bi-weekly. Mentoring activities include classroom visits, peer coaching, and lesson planning.

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.

Through weekly PLC and common planning sessions, teachers will review student performance data based on teacher-made common assessments and district benchmark assessments. As a result of this collaboration, teachers can determine which skills need to be retaught, spiraled into future lessons, and re-assessed. In addition, teachers can enlist additional student support, based on these data results, through the Instructional Support Dean intervention plan.

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: 3,600

Through the YMCA after-school program, based initially on student academic progress from the previous school year and state assessment data (math and reading), students will receive targeted tutoring and/or grade recovery support.

Strategy Rationale

This strategy will provide targeted academic support.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Fontaine, Derrick, derrick.fontaine@ocps.net

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

Using Edgenuity, a computer program supported by the District, student performance data pertaining to the after-school student support program will be monitored to track student performance and academic needs.

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.

In May of every school year, school visits are scheduled with feeder elementary schools. The purpose of these visits is to orient students to the middle school environment, discuss class offerings, student involvement opportunities, and student scheduling. In addition, all incoming 6th grade students visit Westridge Middle School to learn about the school and participate in school tours led by our Advancement Via Individual Determination (AVID) students. During the summer of 2016, a Leadership Academy was created to identify and cultivate leadership skills in our students. These students will serve as school ambassadors during the 2016-2017 school year.

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.

Advancement Via Individual Determination (AVID) promotes academic and career planning through the placement of students in rigorous classes and providing learning strategies to include binder organization, Cornell Note usage, and tutorials. This program is school-wide.

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

Westridge Middle School incorporates AVID learning and literacy strategies school-wide. These strategies will help students see that they are all capable of going to college and teaches them strategies to be successful in all academic environments.

Westridge Middle School offers Computing for College and Careers as an elective for high school credit. This elective teaches students how to use specific computing operations in order for them to be successful in college and their careers.

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

Business computer classes are offered to students to obtain industry certification.

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.

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.** Student achievement will increase in all content areas through high-quality, bell-to-bell, standards-based instruction and assessments facilitated through effective, collaborative planning. (Division Priority #1: Accelerate Student Performance)
- G2.** Westridge Middle School behavior occurrences which require discipline will decrease through the implementation of a revised school-wide student behavior plan, Positive Alternative to Student Suspension (PASS), the inclusion of Restorative Justice (RJ) practices, and consistently implementing the Positive Behavior Support program. (Division Priority # 2 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 in all content areas through high-quality, bell-to-bell, standards-based instruction and assessments facilitated through effective, collaborative planning. (Division Priority #1: Accelerate Student Performance) 1a

G088306

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	38.0
ELA/Reading Lowest 25% Gains	70.0
FSA Mathematics Achievement	42.0
Math Gains	56.0
Math Lowest 25% Gains	54.0
Civics EOC Pass	60.0
FSA ELA Achievement	46.0
ELA/Reading Gains	65.0

Targeted Barriers to Achieving the Goal 3

- Teachers do not fully understand how to plan and deliver bell-to-bell, highly effective, standards-based instruction.
- Instructional team members do not fully understand how to interpret and effectively using student performance data to drive instructional and assessment practices, including a Multi-Tiered Systems of Support (MTSS).

Resources Available to Help Reduce or Eliminate the Barriers 2

- District support
- School based support (administrative, instructional coaches, and lead teachers)
- Instructional Management Systems-Florida Standards
- cPALMS-IcPALMS
- Curriculum resources (instructional focus calendars, Professional Learning Community (PLC) meetings, and common planning sessions)
- Items specifications and Measurement Topic Plans (MTPs)
- Common teacher-made assessments
- Student performance data from common teacher-made assessments
- Intervention/enrichment through targeted selection based on student performance data on teacher-made common assessments

Plan to Monitor Progress Toward G1. 8

Student achievement data, on standards-based common assessments will be reviewed with teachers at weekly PLC meetings. In addition, classroom observations will be conducted to monitor bell-to-bell, standards-based instruction. Furthermore, all assessing administrators and Instructional Coaches will attend common planning to ensure effectiveness of standards-based instruction.

Person Responsible

Christopher Camacho

Schedule

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

Evidence of Completion

Progress monitoring through ongoing classroom observations and student achievement data results on common assessments, and mini assessments

G2. Westridge Middle School behavior occurrences which require discipline will decrease through the implementation of a revised school-wide student behavior plan, Positive Alternative to Student Suspension (PASS), the inclusion of Restorative Justice (RJ) practices, and consistently implementing the Positive Behavior Support program. (Division Priority # 2 Invest in Human Capital) 1a

G088307

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	25.0

Targeted Barriers to Achieving the Goal 3

- Teachers exhibit inconsistency in handling both classroom and school-wide behavioral concerns.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Positive Behavior Support program
- Renaissance Rewards program
- Student Behavior/Restorative Justice Team
- Revised school-wide behavior/supervision plan

Plan to Monitor Progress Toward G2. 8

The PBS Team will monitor the number of PBS and Renaissance rewards distributed.

Person Responsible

Christopher Camacho

Schedule

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

Evidence of Completion

A reduction in student discipline referrals and suspensions

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. Student achievement will increase in all content areas through high-quality, bell-to-bell, standards-based instruction and assessments facilitated through effective, collaborative planning. (Division Priority #1: Accelerate Student Performance) **1**

 G088306

G1.B2 Teachers do not fully understand how to plan and deliver bell-to-bell, highly effective, standards-based instruction. **2**

 B234789

G1.B2.S1 Teachers, Instructional Coaches, and administrators will conduct weekly common planning and professional learning community (PLC) meetings to monitor standards-based instructional plans. This will ensure high-quality, standards-based instruction is provided to all students. **4**

 S247560

Strategy Rationale

Administrators and coaches will use PLCs as a medium to guide teachers as they collaborate on the development of standards-based lessons.

Action Step 1 **5**

Teachers, Instructional Coaches, and administrators will conduct weekly common planning and professional learning community (PLC) meetings to monitor standards-based instructional plans.

Person Responsible

Christopher Camacho

Schedule

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

Evidence of Completion

PLC and weekly common planning meeting agendas and minutes

Action Step 2 5

Teachers will implement tiered academic interventions, through all curriculum areas, including small group teacher instruction.

Person Responsible

Christopher Camacho

Schedule

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

Evidence of Completion

PLC collaboration agenda/forms, formative assessments developed by teachers, common assessment data templates, rosters of student groupings based on data, rosters of students' responses to the intervention

Action Step 3 5

Instructional Coaches will implement the coaching cycle for identified teachers needing support in the implementation of standards-based instruction.

Person Responsible

Sandra McGraw

Schedule

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

Evidence of Completion

Coaching cycle agendas and minutes; coaching feedback during and after the coaching cycle to determine growth

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

Instructional Coaches and administrators will attend weekly common planning and PLC meetings to ensure standards-based lesson plans are created and student assessment data is effectively used to monitor student learning. In addition, administrators and coaches will conduct class observations to provide instructional feedback.

Person Responsible

Christopher Camacho

Schedule

Weekly, from 8/22/2016 to 6/5/2017

Evidence of Completion

Teacher lesson plans and teacher-made assessment results; class observational feedback

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

Instructional coaches and administrators will attend weekly common planning and PLC meetings with their respective curriculum area.

Person Responsible

Christopher Camacho

Schedule

Weekly, from 8/22/2016 to 6/5/2017

Evidence of Completion

Teacher lesson plans and teacher-made assessment data results.

G1.B2.S2 Instructional Coaches and administrators will identify model classrooms including monitoring planning and delivery to ensure fidelity of implementation of high-quality, standards-based instruction. 4

 S247561

Strategy Rationale

Giving teachers opportunities to observe model instruction will provide a hands-on approach of effective instruction and thereby ensure transfer of learning into instructional practice.

Action Step 1 5

Instructional Coaches and administrators will identify model classrooms.

Person Responsible

Christopher Camacho

Schedule

Monthly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Weekly Instructional Leaders meeting notes

Action Step 2 5

Utilize model classrooms as support for Teachers In Need (TINs).

Person Responsible

Christopher Camacho

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Teacher reflection notes and instructional coach notes

Action Step 3 5

Coaches will cover teachers' classes when needed so that teachers can observe instruction in the model teacher's classroom.

Person Responsible

Sandra McGraw

Schedule

Weekly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Teachers in need (TIN) reflections and the schedule created by coaches for the teachers identified as needing support

Action Step 4 5

TINs will be given a 3-week window of time to notify coaches when they will be practicing a learned strategy so the coach can observe and provide timely, actionable feedback.

Person Responsible

Sandra McGraw

Schedule

Monthly, from 8/29/2016 to 5/26/2017

Evidence of Completion

Observational feedback and notification for TINS to coaches

Action Step 5 5

Leadership team will discuss teacher progress during weekly meetings to determine whether teachers are ready to move onto another strategy or need continued practice with a current strategy.

Person Responsible

Christopher Camacho

Schedule

Weekly, from 8/19/2016 to 5/26/2017

Evidence of Completion

iObservation and classroom observation notes, leadership agenda and minutes

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Weekly instructional leadership meetings will be conducted to review all teacher observations conducted.

Person Responsible

Christopher Camacho

Schedule

Weekly, from 8/15/2016 to 5/29/2017

Evidence of Completion

iObservation and classroom observation notes and feedback

Plan to Monitor Fidelity of Implementation of G1.B2.S2 6

Weekly instructional leadership meetings will be conducted to review all teacher observations conducted.

Person Responsible

Christopher Camacho

Schedule

Weekly, from 8/15/2016 to 5/29/2017

Evidence of Completion

iObservation and classroom observation notes and feedback

Plan to Monitor Effectiveness of Implementation of G1.B2.S2 7

Administration will meet weekly with instructional leaders to ensure appropriate instructional support is provided to teachers.

Person Responsible

Christopher Camacho

Schedule

Weekly, from 8/22/2016 to 5/29/2017

Evidence of Completion

Teacher observational notes

G1.B2.S3 Leadership team will assist teachers with digital curriculum implementation in order to support planning and delivery of standards-based instruction. 4

S247562

Strategy Rationale

Acclimating teachers to digital curriculum will help them meet the needs of digital learners and prepare for full implementation next year.

Action Step 1 5

Leadership team will support teachers with training and implementation of digital curriculum.

Person Responsible

Christopher Camacho

Schedule

Weekly, from 10/3/2016 to 5/26/2017

Evidence of Completion

Digital curriculum professional development

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

The Digital Curriculum School Team (DCST) will conduct bi-weekly professional development pertaining to the 1-to-1 digital curriculum

Person Responsible

Kimberly Paternoster

Schedule

Biweekly, from 10/3/2016 to 5/29/2017

Evidence of Completion

Teacher-created lesson plans from the digital curriculum professional development

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

Administration will attend all digital curriculum professional development sessions

Person Responsible

Christopher Camacho

Schedule

Biweekly, from 10/3/2016 to 5/29/2017

Evidence of Completion

teacher-made notes and lesson plans created at the digital curriculum professional development

G1.B3 Instructional team members do not fully understand how to interpret and effectively using student performance data to drive instructional and assessment practices, including a Multi-Tiered Systems of Support (MTSS). 2

B234790

G1.B3.S1 Teachers will meet weekly through common planning and PLC meetings to analyze data to drive instruction. 4

S247563

Strategy Rationale

Using multiple data sources will provide teachers adequate information to tailor instruction to students' needs

Action Step 1 5

Through grade-level PLCs, teachers will collaboratively disaggregate data to make instructional decisions for all students.

Person Responsible

Christopher Camacho

Schedule

Weekly, from 8/31/2016 to 5/24/2017

Evidence of Completion

Individual teacher data, school-wide classroom data walls, classroom walkthrough data, both formal and informal, and PLC collaboration minutes

Action Step 2 5

Grade-level teams/Grade-level team leaders will attend other teams' common planning meetings to observe processes that promote effective planning and produces clear deliverables.

Person Responsible

Christopher Camacho

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Common planning sign-in and minutes

Action Step 3 5

Teachers will incorporate extended writing response style questions within common assessments for comprehension and testing purposes. However, multiple-choice questions will be included during the school year to prepare students for the state assessment.

Person Responsible

Christopher Camacho

Schedule

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

Evidence of Completion

Student results on extended response assessment questions

Action Step 4 5

Teachers will collaboratively create common assessments, during common planning, based on deconstruction of standards that include open-ended responses. This will include 9-week standards-based assessments to serve as school-produced benchmark assessments.

Person Responsible

Christopher Camacho

Schedule

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

Evidence of Completion

Student assessment results

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Instructional Coaches and administrators will attend weekly PLC meetings to monitor discussions pertaining to student data and facilitate conversations around making instructional decisions.

Person Responsible

Christopher Camacho

Schedule

Weekly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Weekly PLC minutes and lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Instructional leaders and administrators will conduct weekly PLC and common planning sessions to review the lesson plan process.

Person Responsible

Christopher Camacho

Schedule

Weekly, from 8/24/2016 to 5/24/2017

Evidence of Completion

Increase in student achievement data on all common assessments.

G1.B3.S2 All teacher-made common assessments will incorporate extended writing response style questions for comprehension and testing purposes. However, multiple-choice questions will be included during the school year to prepare students for the state assessment. 4

 S247564

Strategy Rationale

Teachers will expose students to the style and format of the assessment to help reduce anxiety and increase proficiency.

Action Step 1 5

Teachers will include both multiple-choice and extended writing response style questions for comprehension and testing purposes.

Person Responsible

Christopher Camacho

Schedule

Biweekly, from 8/22/2016 to 5/29/2017

Evidence of Completion

Assessment results on Unify and FSA results

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Teacher assessments on Unify.

Person Responsible

Christopher Camacho

Schedule

Biweekly, from 8/22/2016 to 5/29/2017

Evidence of Completion

Teacher assessments on Unify.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Teacher assessments will be reviewed on Unify.

Person Responsible

Christopher Camacho

Schedule

Biweekly, from 8/22/2016 to 5/29/2017

Evidence of Completion

Teacher assessments on Unify and FSA results

G1.B3.S3 All teachers will participate in the district Digital 1-to-1 Curriculum Training and Implementation

4

 S247565

Strategy Rationale

Teachers will learn how to blend a digital platform with traditional to allow for a smoother transition to a complete digital platform in the 2017-2018 school year.

Action Step 1 5

Leadership Team will support teachers with training and implementation of digital curriculum.

Person Responsible

Kimberly Paternoster

Schedule

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

Evidence of Completion

Teacher feedback from professional development sessions.

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Instructional coaches and administrators will attend all professional development sessions to ensure teachers are active participants.

Person Responsible

Christopher Camacho

Schedule

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

Evidence of Completion

Teacher feedback and sample digital lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

Instructional coaches and administration will review teacher-made, digital lesson plans.

Person Responsible

Christopher Camacho


Schedule

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

Evidence of Completion

Teacher-made, digital lesson plans.

G2. Westridge Middle School behavior occurrences which require discipline will decrease through the implementation of a revised school-wide student behavior plan, Positive Alternative to Student Suspension (PASS), the inclusion of Restorative Justice (RJ) practices, and consistently implementing the Positive Behavior Support program. (Division Priority # 2 Invest in Human Capital) **1**

 G088307

G2.B1 Teachers exhibit inconsistency in handling both classroom and school-wide behavioral concerns. **2**

 B234791

G2.B1.S1 Staff members will be trained on the school-wide student behavior plan and effective school-wide and classroom interventions. This will include the incorporation of Restorative Justice (RJ) practices in school discipline procedures. **4**

 S247566

Strategy Rationale

Staff will be trained for consistent and effective strategies to help all students be successful.

Action Step 1 **5**

Each grade-level administrator will review the school-wide behavior plan with teachers.

Person Responsible

Derrick Fontaine

Schedule

Monthly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Meeting agendas and sign-in sheets.

Action Step 2 **5**

Throughout the year the teachers will receive MTSS intervention training for behavior, beginning during preplanning.

Person Responsible

Derrick Fontaine

Schedule

Quarterly, from 8/22/2016 to 5/26/2017

Evidence of Completion

The MTSS Coordinator will provide an agenda and sign-in sheets.

Action Step 3 **5**

Grade-level administrators will conduct quarterly grade-level assemblies to review the OCPS Student Code of Conduct.

Person Responsible

Derrick Fontaine

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

Evidence of Completion

Agenda, PowerPoint presentation, signed Student Code of Conduct form

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

Grade-level administrators will conduct classroom observations to provide teachers with feedback regarding classroom management techniques.

Person Responsible

Derrick Fontaine

Schedule

Biweekly, from 8/15/2016 to 5/26/2017

Evidence of Completion

iObservation data, signed code of conduct forms (from students), classroom behavior plans

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

The school principal, assistant principal, and grade-level administrator designee will disaggregate student behavior reports for Minority Achievement Office (MAO) and Student Behavior Team meetings in order to determine if there has been a decrease in incidences.

Person Responsible

Derrick Fontaine

Schedule

Monthly, from 8/22/2016 to 5/26/2017

Evidence of Completion

Discipline reports, attendance reports, PLASCO tracking system 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					
G1.B3.S1.MA1 M335687	Instructional leaders and administrators will conduct weekly PLC and common planning sessions to...	Camacho, Christopher	8/24/2016	Increase in student achievement data on all common assessments.	5/24/2017 weekly
G1.B3.S1.A1 A322487	Through grade-level PLCs, teachers will collaboratively disaggregate data to make instructional...	Camacho, Christopher	8/31/2016	Individual teacher data, school-wide classroom data walls, classroom walkthrough data, both formal and informal, and PLC collaboration minutes	5/24/2017 weekly
G1.B3.S1.MA1 M335688	Instructional Coaches and administrators will attend weekly PLC meetings to monitor discussions...	Camacho, Christopher	8/22/2016	Weekly PLC minutes and lesson plans	5/26/2017 weekly
G1.B3.S1.A2 A322488	Grade-level teams/Grade-level team leaders will attend other teams' common planning meetings to...	Camacho, Christopher	8/22/2016	Common planning sign-in and minutes	5/26/2017 weekly
G2.B1.S1.MA1 M335694	The school principal, assistant principal, and grade-level administrator designee will disaggregate...	Fontaine, Derrick	8/22/2016	Discipline reports, attendance reports, PLASCO tracking system reports	5/26/2017 monthly
G2.B1.S1.MA1 M335695	Grade-level administrators will conduct classroom observations to provide teachers with feedback...	Fontaine, Derrick	8/15/2016	iObservation data, signed code of conduct forms (from students), classroom behavior plans	5/26/2017 biweekly
G2.B1.S1.A1 A322493	Each grade-level administrator will review the school-wide behavior plan with teachers.	Fontaine, Derrick	8/15/2016	Meeting agendas and sign-in sheets.	5/26/2017 monthly
G2.B1.S1.A2 A322494	Throughout the year the teachers will receive MTSS intervention training for behavior, beginning...	Fontaine, Derrick	8/22/2016	The MTSS Coordinator will provide an agenda and sign-in sheets.	5/26/2017 quarterly
G2.B1.S1.A3 A322495	Grade-level administrators will conduct quarterly grade-level assemblies to review the OCPS Student...	Fontaine, Derrick	8/15/2016	Agenda, PowerPoint presentation, signed Student Code of Conduct form	5/26/2017 quarterly
G1.B2.S2.A1 A322481	Instructional Coaches and administrators will identify model classrooms.	Camacho, Christopher	8/29/2016	Weekly Instructional Leaders meeting notes	5/26/2017 monthly
G1.B2.S2.A2 A322482	Utilize model classrooms as support for Teachers In Need (TINs).	Camacho, Christopher	8/29/2016	Teacher reflection notes and instructional coach notes	5/26/2017 weekly
G1.B2.S2.A3 A322483	Coaches will cover teachers' classes when needed so that teachers can observe instruction in the...	McGraw, Sandra	8/29/2016	Teachers in need (TIN) reflections and the schedule created by coaches for the teachers identified as needing support	5/26/2017 weekly
G1.B2.S2.A4 A322484	TINs will be given a 3-week window of time to notify coaches when they will be practicing a learned...	McGraw, Sandra	8/29/2016	Observational feedback and notification for TINS to coaches	5/26/2017 monthly
G1.B2.S2.A5 A322485	Leadership team will discuss teacher progress during weekly meetings to determine whether teachers...	Camacho, Christopher	8/19/2016	iObservation and classroom observation notes, leadership agenda and minutes	5/26/2017 weekly
G1.B2.S3.A1 A322486	Leadership team will support teachers with training and implementation of digital curriculum.	Camacho, Christopher	10/3/2016	Digital curriculum professional development	5/26/2017 weekly
G1.B2.S2.MA1 M335682	Administration will meet weekly with instructional leaders to ensure appropriate instructional...	Camacho, Christopher	8/22/2016	Teacher observational notes	5/29/2017 weekly
G1.B2.S2.MA1 M335683	Weekly instructional leadership meetings will be conducted to review all teacher observations...	Camacho, Christopher	8/15/2016	iObservation and classroom observation notes and feedback	5/29/2017 weekly
G1.B2.S2.MA2 M335684	Weekly instructional leadership meetings will be conducted to review all teacher observations...	Camacho, Christopher	8/15/2016	iObservation and classroom observation notes and feedback	5/29/2017 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B3.S2.MA1 M335689	Teacher assessments will be reviewed on Unify.	Camacho, Christopher	8/22/2016	Teacher assessments on Unify and FSA results	5/29/2017 biweekly
G1.B3.S2.MA1 M335690	Teacher assessments on Unify.	Camacho, Christopher	8/22/2016	Teacher assessments on Unify.	5/29/2017 biweekly
G1.B3.S2.A1 A322491	Teachers will include both multiple-choice and extended writing response style questions for...	Camacho, Christopher	8/22/2016	Assessment results on Unify and FSA results	5/29/2017 biweekly
G1.B2.S3.MA1 M335685	Administration will attend all digital curriculum professional development sessions	Camacho, Christopher	10/3/2016	teacher-made notes and lesson plans created at the digital curriculum professional development	5/29/2017 biweekly
G1.B2.S3.MA1 M335686	The Digital Curriculum School Team (DCST) will conduct bi-weekly professional development...	Paternoster, Kimberly	10/3/2016	Teacher-created lesson plans from the digital curriculum professional development	5/29/2017 biweekly
G1.MA1 M335693	Student achievement data, on standards-based common assessments will be reviewed with teachers at...	Camacho, Christopher	8/31/2016	Progress monitoring through ongoing classroom observations and student achievement data results on common assessments, and mini assessments	5/31/2017 weekly
G2.MA1 M335700	The PBS Team will monitor the number of PBS and Renaissance rewards distributed.	Camacho, Christopher	8/31/2016	A reduction in student discipline referrals and suspensions	5/31/2017 monthly
G1.B2.S1.A1 A322478	Teachers, Instructional Coaches, and administrators will conduct weekly common planning and...	Camacho, Christopher	8/15/2016	PLC and weekly common planning meeting agendas and minutes	5/31/2017 weekly
G1.B2.S1.A2 A322479	Teachers will implement tiered academic interventions, through all curriculum areas, including...	Camacho, Christopher	8/15/2016	PLC collaboration agenda/forms, formative assessments developed by teachers, common assessment data templates, rosters of student groupings based on data, rosters of students' responses to the intervention	5/31/2017 weekly
G1.B2.S1.A3 A322480	Instructional Coaches will implement the coaching cycle for identified teachers needing support in...	McGraw, Sandra	8/15/2016	Coaching cycle agendas and minutes; coaching feedback during and after the coaching cycle to determine growth	5/31/2017 weekly
G1.B3.S1.A3 A322489	Teachers will incorporate extended writing response style questions within common assessments for...	Camacho, Christopher	8/8/2016	Student results on extended response assessment questions	5/31/2017 weekly
G1.B3.S1.A4 A322490	Teachers will collaboratively create common assessments, during common planning, based on...	Camacho, Christopher	8/8/2016	Student assessment results	5/31/2017 weekly
G1.B3.S3.MA1 M335691	Instructional coaches and administration will review teacher-made, digital lesson plans.	Camacho, Christopher	10/10/2016	Teacher-made, digital lesson plans.	5/31/2017 monthly
G1.B3.S3.MA1 M335692	Instructional coaches and administrators will attend all professional development sessions to...	Camacho, Christopher	10/10/2016	Teacher feedback and sample digital lesson plans	5/31/2017 monthly
G1.B3.S3.A1 A322492	Leadership Team will support teachers with training and implementation of digital curriculum.	Paternoster, Kimberly	10/10/2016	Teacher feedback from professional development sessions.	5/31/2017 monthly
G1.B2.S1.MA1 M335680	Instructional coaches and administrators will attend weekly common planning and PLC meetings with...	Camacho, Christopher	8/22/2016	Teacher lesson plans and teacher-made assessment data results.	6/5/2017 weekly
G1.B2.S1.MA1 M335681	Instructional Coaches and administrators will attend weekly common planning and PLC meetings to...	Camacho, Christopher	8/22/2016	Teacher lesson plans and teacher-made assessment results; class observational feedback	6/5/2017 weekly

V. Professional Development Opportunities

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

G2. Westridge Middle School behavior occurrences which require discipline will decrease through the implementation of a revised school-wide student behavior plan, Positive Alternative to Student Suspension (PASS), the inclusion of Restorative Justice (RJ) practices, and consistently implementing the Positive Behavior Support program. (Division Priority # 2 Invest in Human Capital)

G2.B1 Teachers exhibit inconsistency in handling both classroom and school-wide behavioral concerns.

G2.B1.S1 Staff members will be trained on the school-wide student behavior plan and effective school-wide and classroom interventions. This will include the incorporation of Restorative Justice (RJ) practices in school discipline procedures.

PD Opportunity 1

Each grade-level administrator will review the school-wide behavior plan with teachers.

Facilitator

Grade level administrators

Participants

Instructional staff

Schedule

Monthly, from 8/15/2016 to 5/26/2017

PD Opportunity 2

Throughout the year the teachers will receive MTSS intervention training for behavior, beginning during preplanning.

Facilitator

Derrick Fontaine, grade level administrators, guidance counselors

Participants

Instructional Staff

Schedule

Quarterly, from 8/22/2016 to 5/26/2017

PD Opportunity 3

Grade-level administrators will conduct quarterly grade-level assemblies to review the OCPS Student Code of Conduct.

Facilitator

Grade level administrators

Participants

All students

Schedule

Quarterly, from 8/15/2016 to 5/26/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B2.S1.A1	Teachers, Instructional Coaches, and administrators will conduct weekly common planning and professional learning community (PLC) meetings to monitor standards-based instructional plans.				\$0.00
2	G1.B2.S1.A2	Teachers will implement tiered academic interventions, through all curriculum areas, including small group teacher instruction.				\$0.00
3	G1.B2.S1.A3	Instructional Coaches will implement the coaching cycle for identified teachers needing support in the implementation of standards-based instruction.				\$0.00
4	G1.B2.S2.A1	Instructional Coaches and administrators will identify model classrooms.				\$0.00
5	G1.B2.S2.A2	Utilize model classrooms as support for Teachers In Need (TINs).				\$0.00
6	G1.B2.S2.A3	Coaches will cover teachers' classes when needed so that teachers can observe instruction in the model teacher's classroom.				\$0.00
7	G1.B2.S2.A4	TINs will be given a 3-week window of time to notify coaches when they will be practicing a learned strategy so the coach can observe and provide timely, actionable feedback.				\$0.00
8	G1.B2.S2.A5	Leadership team will discuss teacher progress during weekly meetings to determine whether teachers are ready to move onto another strategy or need continued practice with a current strategy.				\$0.00
9	G1.B2.S3.A1	Leadership team will support teachers with training and implementation of digital curriculum.				\$0.00
10	G1.B3.S1.A1	Through grade-level PLCs, teachers will collaboratively disaggregate data to make instructional decisions for all students.				\$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		120-Classroom Teachers	1133 - Westridge Middle	School Improvement Funds		\$100.00
11	G1.B3.S1.A2	Grade-level teams/Grade-level team leaders will attend other teams' common planning meetings to observe processes that promote effective planning and produces clear deliverables.				\$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		120-Classroom Teachers	1133 - Westridge Middle	School Improvement Funds		\$100.00
12	G1.B3.S1.A3	Teachers will incorporate extended writing response style questions within common assessments for comprehension and testing purposes. However, multiple-choice questions will be included during the school year to prepare students for the state assessment.				\$0.00

13	G1.B3.S1.A4	Teachers will collaboratively create common assessments, during common planning, based on deconstruction of standards that include open-ended responses. This will include 9-week standards-based assessments to serve as school-produced benchmark assessments.				\$0.00
14	G1.B3.S2.A1	Teachers will include both multiple-choice and extended writing response style questions for comprehension and testing purposes.				\$0.00
15	G1.B3.S3.A1	Leadership Team will support teachers with training and implementation of digital curriculum.				\$0.00
16	G2.B1.S1.A1	Each grade-level administrator will review the school-wide behavior plan with teachers.				\$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		110-Administrators	1133 - Westridge Middle	General Fund		\$100.00
17	G2.B1.S1.A2	Throughout the year the teachers will receive MTSS intervention training for behavior, beginning during preplanning.				\$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
		120-Classroom Teachers	1133 - Westridge Middle	General Fund		\$100.00
18	G2.B1.S1.A3	Grade-level administrators will conduct quarterly grade-level assemblies to review the OCPS Student Code of Conduct.				\$0.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			1133 - Westridge Middle			\$0.00
Total:						\$400.00