

Orange County Public Schools

Westridge Middle



2017-18 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)	2016-17 Title I School	2016-17 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	99%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	D*	C

**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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	12
8-Step Planning and Problem Solving Implementation	16
Goals Summary	16
Goals Detail	16
Action Plan for Improvement	19
Appendix 1: Implementation Timeline	33
Appendix 2: Professional Development and Technical Assistance Outlines	35
Professional Development Opportunities	35
Technical Assistance Items	37
Appendix 3: Budget to Support Goals	37

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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Westridge Middle

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 processes.

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

For the 2017-2018 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 (OCPS). Additionally, interdisciplinary school-wide PLCs will meet regularly throughout the school year. Two of the PLCs, Teacher/Student Support and Safe and Orderly Environment, specifically address school safety. These programs will be reviewed over the summer of 2018 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 2017-2018 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 2017 to review the previous year's plan and make revisions. The school-wide plan includes a consistent classroom behavior plan. The behavior plan will be introduced to teachers during a preplanning 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 Hero behavior 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.

Westridge Middle School will continue to lead the district in minimizing out-of-school suspension (OSS). During the 2017-2018 school year, Restorative Justice (RJ) practices will continue to be incorporated in the school-wide 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 OSS plans. This program supported the reduction of 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 truancy and attendance issues, 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 2017-2018 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 (ELA) or mathematics. In accordance with our Best Practices for Inclusive Education (BPIE), plans are in place to provide additional support to Exceptional Student Education (ESE) students. Through our WIDA training, plans are also in place to provide differentiated levels of support for our English Language Learners (ELLs). 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	90	83	108	0	0	0	0	281	
One or more suspensions	0	0	0	0	0	0	82	86	64	0	0	0	0	232	
Course failure in ELA or Math	0	0	0	0	0	0	169	148	145	0	0	0	0	462	
Level 1 on statewide assessment	0	0	0	0	0	0	237	220	214	0	0	0	0	671	
	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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

Yes

1. PFEP Link

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

2. Description

Westridge Middle School will host two 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 PLCs 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 (second Monday of the month , from 5 p.m. to 6 p.m.).

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 Valencia State College. Sixth and seventh grade students will be visited by Valencia staff members and eighth grade students will visit Valencia. This is in addition to the Take Stock in Children partnership that offers Westridge eighth grade students a two year scholarship to any state college in Florida.

Westridge is developing a partnership with Oak Ridge HS and Dr. Phillips HS between the Career and Technical Education (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, Freedom, Cypress Creek, and Dr. Phillips High Schools.

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

The Fine Arts departments continues to work with the Fine Arts department at Oakridge HS 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.

C. Effective Leadership

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
McMiller, Crystal	Instructional Coach
Fontaine, Derrick	Assistant Principal
Flynn, Timothy	Assistant Principal
Monheim, Jessica	Instructional Coach
West, Kanishia	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.

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

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

Ms. Taylor 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 ESE support to teachers as needed. Ms. Barbi Peters will provide ELL support to teachers as needed.

Mr. Dennis McMillian, along with the support of our District Student support team member, will coordinate interventions, both academic and behavioral, with strategically identified students.

Ms. Stephanie Jackson, 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.

Additionally, the school will receive support from district level MTSS administrators and coaches. Coaching will help to ensure that all students' needs are being met and that timely interventions are in place to support learning throughout the school.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Timothy Flynn	Principal
Marilyn Colon	Education Support Employee
Crystal McMiller	Teacher
Christopher Camacho	Principal
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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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 2017-2018 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 2016-2017 FCAT Science and Florida Standards Assessments (FSAs) will be shared with the SAC at the first meeting following the release of these student assessment scores to determine whether any SIP 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
McMiller, Crystal	Instructional Coach
Fontaine, Derrick	Assistant Principal
Flynn, Timothy	Assistant Principal
Monheim, Jessica	Instructional Coach
West, Kanishia	Instructional Coach

b. Duties

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

It is the belief of all Westridge Middle School faculty and staff that cross-curricular literacy driven instruction will improve student learning outcomes. When teacher instruction is grounded in sound research, student learning will improve. The Westridge Middle School Literacy Leadership Team (LLT) will align with the district's focus on cross-curricular close reading through the District Professional Learning Community (DPLC) model over the 2017-2018 school year. The LLT will meet regularly to revisit and revise literacy goals as well as to develop and lead professional learning for teachers. Members of the LLT will serve as models of literacy initiatives and provide professional

learning purposed with developing teacher capacity with respect to research-based effective instruction. They will also support teachers in developing literacy rich lesson plans with fidelity, provide anchor papers and charts when necessary, and develop model classrooms to support colleagues.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Weekly Professional Learning Communities (PLCs) 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 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 , implementation of the Florida Standards , 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 developed research-based educative materials, Curriculum Resource Materials (CRMs), which provide teachers with scope and sequence of instruction as well as a deconstruction of Florida Standards and the content limits of those standards. Additionally, the CRMs specifically indicate learning targets aligned toward mastery of Florida Standards. All teachers are expected to use the CRMs in common planning and delivery of 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 PLCs and common planning sessions, teachers will review student performance data based on teacher-made common assessments and district performance measurement assessments. As a result of this collaboration, teachers can determine which skills need to be retaught, vertically articulated 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 provided 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 sixth grade students visit Westridge Middle School to learn about the school and participate in school tours led by our AVID students. Westridge is also visited annually near the end of the school year by the high schools it feeds into. This is to prepare Westridge students for high school by introducing them to academic and extracurricular opportunities at the high school level and allowing them to prepare their schedules for the upcoming 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.

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. Westridge also has formed a partnership with Valencia State College and takes the entire sixth grade class to The University of Central Florida annually.

Project Lead the Way (PLTW) will continue to provide students exposure to career options in STEM fields. PLTW offers rigorous course options which prepare students for Advanced Placement STEM courses when they enter high school.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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 through effective collaborative planning of content-specific, standards-aligned tasks and assessment to ensure implementation of rigorous, standards-based instruction.
- 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 through effective collaborative planning of content-specific, standards-aligned tasks and assessment to ensure implementation of rigorous, standards-based instruction. 1a

G095252

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 use student performance data to drive instructional and assessment practices, including a Multi- Tiered System of Support (MTSS).

Resources Available to Help Reduce or Eliminate the Barriers 2

- District support from Curriculum and Instruction team
- School-based Leadership Team
- Instructional Management System (IMS)
- CPALMS
- CRMs, instructional focus calendars, PLCs, and common planning sessions
- Test item specifications
- Common teacher-made assessments
- Student performance data
- Intervention/enrichment through targeted selection based on student performance data on teacher-made common assessments
- Florida Standards

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 8/14/2017 to 5/31/2018

Evidence of Completion

Progress monitoring through ongoing classroom observations and student achievement data results on common and district 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

G095253

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 5/30/2017

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 through effective collaborative planning of content-specific, standards-aligned tasks and assessment to ensure implementation of rigorous, standards-based instruction. **1**

 G095252

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

 B256386

G1.B2.S1 Teachers, instructional coaches, and administrators will conduct weekly common planning and PLCs to develop standards-based instructional plans. This will ensure high-quality, standards-based instruction is provided to all students. **4**

 S271125

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 PLCs to develop standards-based instructional plans. This will ensure high-quality, standards-based instruction is provided to all students.

Person Responsible

Christopher Camacho

Schedule

Weekly, from 8/14/2017 to 5/30/2018

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 8/14/2017 to 5/30/2018

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

Timothy Flynn

Schedule

Weekly, from 8/14/2017 to 5/30/2018

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 8/21/2017 to 6/1/2018

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 8/21/2017 to 6/1/2018

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

 S271126

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 8/21/2017 to 5/24/2018

Evidence of Completion

Weekly meeting notes

Action Step 2 5

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

Person Responsible

Christopher Camacho

Schedule

Weekly, from 8/21/2017 to 5/24/2018

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

Christopher Camacho

Schedule

Weekly, from 8/21/2017 to 5/24/2018

Evidence of Completion

TIN reflections and the schedule created by coaches for the teachers identified as needing support

Action Step 4 5

TINs will be given a three-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

Christopher Camacho

Schedule

Monthly, from 8/21/2017 to 5/24/2018

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 8/21/2017 to 5/24/2018

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 8/14/2017 to 5/30/2018

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 8/14/2017 to 5/30/2018

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 8/27/2017 to 5/30/2018

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

S271127

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Timothy Flynn

Schedule

Weekly, from 7/26/2017 to 6/1/2018

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

Timothy Flynn

Schedule

Biweekly, from 10/3/2016 to 6/1/2018

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

Timothy Flynn

Schedule

Biweekly, from 10/3/2016 to 6/1/2018

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 use student performance data to drive instructional and assessment practices, including a Multi- Tiered System of Support (MTSS). 2

 B256387

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

 S271128

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 8/31/2017 to 5/25/2018

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 and team leaders will attend other teams' common planning meetings to observe processes that promote effective planning and produce clear deliverables.

Person Responsible

Christopher Camacho

Schedule

Weekly, from 8/31/2017 to 5/25/2018

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 8/7/2017 to 5/30/2018

Evidence of Completion

Student results on extended response assessment questions

Action Step 4 5

Teachers will collaboratively create common assessments to include both multiple choice and open-ended response items during common planning based on pacing of the scope and sequence provided via the CRM. This will include nine-week standards-based assessments to serve as school-produced benchmark assessments.

Person Responsible

Christopher Camacho

Schedule

Weekly, from 8/7/2017 to 5/30/2018

Evidence of Completion

Student assessment results

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

Instructional coaches and administrators will attend weekly PLCs to monitor discussions pertaining to student data and facilitate conversations around making instructional decisions.

Person Responsible

Christopher Camacho

Schedule

Weekly, from 8/21/2017 to 5/25/2018

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 PLCs and common planning sessions to review the lesson plan process.

Person Responsible

Christopher Camacho

Schedule

Weekly, from 8/15/2017 to 5/29/2018


Evidence of Completion

Increase in student achievement data on all common 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) **1**

 G095253

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

 B256389

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**

 S271131

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 8/14/2017 to 5/25/2018

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 8/17/2017 to 5/25/2018

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 8/14/2017 to 5/25/2018

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 8/14/2017 to 5/25/2018

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 8/21/2017 to 5/25/2018













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
2018					
G2.MA1 M388385	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	5/30/2017 monthly
G1.B2.S2.A1 A363361	Instructional coaches and administrators will identify model classrooms.	Camacho, Christopher	8/21/2017	Weekly meeting notes	5/24/2018 monthly
G1.B2.S2.A2 A363362	Utilize model classrooms as support for Teachers In Need (TINs).	Camacho, Christopher	8/21/2017	Teacher reflection notes and instructional coach notes	5/24/2018 weekly
G1.B2.S2.A3 A363363	Coaches will cover teachers' classes when needed so that teachers can observe instruction in the...	Camacho, Christopher	8/21/2017	TIN reflections and the schedule created by coaches for the teachers identified as needing support	5/24/2018 weekly
G1.B2.S2.A4 A363364	TINs will be given a three-week window of time to notify coaches when they will be practicing a...	Camacho, Christopher	8/21/2017	Observational feedback and notification for TINS to coaches	5/24/2018 monthly
G1.B2.S2.A5 A363365	Leadership team will discuss teacher progress during weekly meetings to determine whether teachers...	Camacho, Christopher	8/21/2017	iObservation and classroom observation notes, leadership agenda and minutes	5/24/2018 weekly
G1.B3.S1.MA1 M388373	Instructional coaches and administrators will attend weekly PLCs to monitor discussions pertaining...	Camacho, Christopher	8/21/2017	Weekly PLC minutes and lesson plans	5/25/2018 weekly
G1.B3.S1.A1 A363367	Through grade-level PLCs, teachers will collaboratively disaggregate data to make instructional...	Camacho, Christopher	8/31/2017	Individual teacher data, school-wide classroom data walls, classroom walkthrough data, both formal and informal, and PLC collaboration minutes	5/25/2018 weekly
G1.B3.S1.A2 A363368	Grade-level teams and team leaders will attend other teams' common planning meetings to observe...	Camacho, Christopher	8/31/2017	Common planning sign-in and minutes	5/25/2018 weekly
G2.B1.S1.MA1 M388379	The school principal, assistant principal, and grade-level administrator designee will disaggregate...	Fontaine, Derrick	8/21/2017	Discipline reports, attendance reports, PLASCO tracking system reports	5/25/2018 monthly
G2.B1.S1.MA1 M388380	Grade-level administrators will conduct classroom observations to provide teachers with feedback...	Fontaine, Derrick	8/14/2017	iObservation data, signed code of conduct forms (from students), classroom behavior plans	5/25/2018 biweekly
G2.B1.S1.A1 A363373	Each grade-level administrator will review the school-wide behavior plan with teachers.	Fontaine, Derrick	8/14/2017	Meeting agendas and sign-in sheets.	5/25/2018 monthly
G2.B1.S1.A2 A363374	Throughout the year the teachers will receive MTSS intervention training for behavior, beginning...	Fontaine, Derrick	8/17/2017	The MTSS Coordinator will provide an agenda and sign-in sheets.	5/25/2018 quarterly
G2.B1.S1.A3 A363375	Grade-level administrators will conduct quarterly grade-level assemblies to review the OCPs Student...	Fontaine, Derrick	8/14/2017	Agenda, PowerPoint presentation, signed Student Code of Conduct form	5/25/2018 quarterly
G1.B3.S1.MA1 M388372	Instructional leaders and administrators will conduct weekly PLCs and common planning sessions to...	Camacho, Christopher	8/15/2017	Increase in student achievement data on all common assessments	5/29/2018 weekly
G1.B2.S1.A1 A363358	Teachers, instructional coaches, and administrators will conduct weekly common planning and PLCs to...	Camacho, Christopher	8/14/2017	PLC and weekly common planning meeting agendas and minutes	5/30/2018 weekly
G1.B2.S1.A2 A363359	Teachers will implement tiered academic interventions, through all curriculum areas, including...	Camacho, Christopher	8/14/2017	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	5/30/2018 weekly

Orange - 1133 - Westridge Middle - 2017-18 SIP
Westridge Middle

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A3  A363360	Instructional coaches will implement the coaching cycle for identified teachers needing support in...	Flynn, Timothy	8/14/2017	Coaching cycle agendas and minutes; coaching feedback during and after the coaching cycle to determine growth	5/30/2018 weekly
G1.B3.S1.A3  A363369	Teachers will incorporate extended writing response style questions within common assessments for...	Camacho, Christopher	8/7/2017	Student results on extended response assessment questions	5/30/2018 weekly
G1.B3.S1.A4  A363370	Teachers will collaboratively create common assessments to include both multiple choice and...	Camacho, Christopher	8/7/2017	Student assessment results	5/30/2018 weekly
G1.B2.S2.MA1  M388367	Administration will meet weekly with instructional leaders to ensure appropriate instructional...	Camacho, Christopher	8/27/2017	Teacher observational notes	5/30/2018 weekly
G1.B2.S2.MA1  M388368	Weekly instructional leadership meetings will be conducted to review all teacher observations...	Camacho, Christopher	8/14/2017	iObservation and classroom observation notes and feedback	5/30/2018 weekly
G1.B2.S2.MA2  M388369	Weekly instructional leadership meetings will be conducted to review all teacher observations...	Camacho, Christopher	8/14/2017	iObservation and classroom observation notes and feedback	5/30/2018 weekly
G1.MA1  M388378	Student achievement data on standards-based common assessments will be reviewed with teachers at...	Camacho, Christopher	8/14/2017	Progress monitoring through ongoing classroom observations and student achievement data results on common and district assessments	5/31/2018 weekly
G1.B2.S1.MA1  M388365	Instructional coaches and administrators will attend weekly common planning and PLC meetings with...	Camacho, Christopher	8/21/2017	Teacher lesson plans and teacher-made assessment data results	6/1/2018 weekly
G1.B2.S1.MA1  M388366	Instructional Coaches and administrators will attend weekly common planning and PLC meetings to...	Camacho, Christopher	8/21/2017	Teacher lesson plans and teacher-made assessment results; class observational feedback	6/1/2018 weekly
G1.B2.S3.MA1  M388370	Administration will attend all digital curriculum professional development sessions.	Flynn, Timothy	10/3/2016	Teacher-made notes and lesson plans created at the digital curriculum professional development	6/1/2018 biweekly
G1.B2.S3.MA1  M388371	The Digital Curriculum School Team (DCST) will conduct bi-weekly professional development...	Flynn, Timothy	10/3/2016	Teacher-created lesson plans from the digital curriculum professional development	6/1/2018 biweekly
G1.B2.S3.A1  A363366	Leadership team will support teachers with training and implementation of digital curriculum.	Flynn, Timothy	7/26/2017	Digital curriculum professional development	6/1/2018 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 8/14/2017 to 5/25/2018

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 8/17/2017 to 5/25/2018

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 8/14/2017 to 5/25/2018

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 PLCs to develop standards-based instructional plans. This will ensure high-quality, standards-based instruction is provided to all students.				\$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 three-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	2017-18
		120-Classroom Teachers	1133 - Westridge Middle	School Improvement Funds		\$100.00
11	G1.B3.S1.A2	Grade-level teams and team leaders will attend other teams' common planning meetings to observe processes that promote effective planning and produce clear deliverables.				\$100.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
		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 to include both multiple choice and open-ended response items during common planning based on pacing of the scope and sequence provided via the CRM. This will include nine-week standards-based assessments to serve as school-produced benchmark assessments.				\$0.00
14	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	2017-18
		110-Administrators	1133 - Westridge Middle	General Fund		\$100.00
15	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	2017-18
		120-Classroom Teachers	1133 - Westridge Middle	General Fund		\$100.00
16	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	2017-18
			1133 - Westridge Middle			\$0.00
Total:						\$400.00