

Orange County Public Schools

Westpointe Elementary



2017-18 Schoolwide Improvement Plan

Westpointe Elementary

7525 WESTPOINTE BLVD, Orlando, FL 32835

<https://westpointees.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)
Elementary School KG-5	No	72%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	80%

School Grades History

Year
Grade

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>.

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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 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 Westpointe Elementary

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.

Our process is to build teacher pedagogical knowledge and skills in making meaningful relationships and working with the diverse needs of students and families. Our school climate surveys and home language survey will help provide background information regarding the needs of our students and families.

Our scheduled events will help build positive relationships with parents and students, as well. They include, but are not limited to: Meet the Teacher, Open House, Report Card Conference Night, Math/Science Night, Florida State Assessment (FSA)/End of Course Exam (EOC) Night, School Advisory Council Meetings, monthly PTA Night Out events, and Mentoring Program.

Teachers are also encouraged to communicate with the parents weekly to advise them of the their child's performance through the use of ProgressBook by updating grades once a week in each subject area.

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

Our school-wide instructional discipline plan creates a systemic environment of achievement. It also allows our staff to be proactive in dealing with behavior to minimize instructional disruptions. It creates a climate of respect, responsibility, and accountability among students, faculty, and staff. We will continue to use CHAMPS and Positive Behavior Supports to create a safe school environment.

We have established clear arrival and dismissal procedures with adult supervision throughout campus at all times. Our staff and leadership team are visible and available, which allows for the students to feel valued and respected before, during and after school. We have monitors in the cafeteria for breakfast and lunch and we have established rules, expectations and procedures in there as well. Our teachers escort our students to and from locations when traveling as a class and we use a buddy system for all other occasions when individual student travel is necessary.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

We have instituted the use of CHAMPS and Positive Behavior Supports as our school-wide behavior management model, defining clear behavioral expectations and protocols for disciplinary incidents. All of the teachers were trained on the new behavioral management model during pre-planning. Each grade level has designated a representative who meets monthly with the administrative staff

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

Our Exceptional Student Education Department (teachers, support services clerk, paraprofessionals, principal and assistant principal) are all trained in Crisis Prevention Intervention.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Our support services clerk is available at all times for students who need counseling services. We have established a mentoring program to meet the social-emotional needs of our students. We provide our parents with information to outside counseling agencies should the need arise. We have a guidance counselor, behavior specialist, social worker, and administrative dean who assist our students with their social-emotional needs.

Furthermore, as a result of our sister school's Best Practices in Inclusive Education assessment (BPIE), our 2017-2018 BPIE goal is for administrators to facilitate job-embedded professional development on inclusive practices for all school personnel.

3. Early Warning Systems

The school's response to this section may 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.

The early warning indicator data this is listed below references students whose attendance is below 90 percent, has one or more suspensions, has failed the ELA or Math and those who scored Level 1 on the statewide assessment from MetroWest Elementary School for the 2016-2017 school year.

Attendance below 90 percent: Child Study teams are put into place and letters are sent home via mail with students whose attendance is a concern or below 90 percent.

One or more suspensions: Positive Behavior Support (PBS) has been implemented and mentors will be assigned to students with behavioral concerns.

Course failure in English Language Arts or mathematics and/or Level 1 on statewide assessment: Students who received a score of Level 1 on the statewide assessment and/or course failure in English Language Arts will be offered after school tutoring opportunities.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	49	36	32	34	33	41	0	0	0	0	0	0	0	225
One or more suspensions	21	14	20	31	21	36	0	0	0	0	0	0	0	143
Course failure in ELA or Math	18	10	13	20	25	22	0	0	0	0	0	0	0	108
Level 1 on statewide assessment	0	0	0	60	98	103	0	0	0	0	0	0	0	261

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	14	6	3	26	42	48	0	0	0	0	0	0	0	139

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

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

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

To support positive behavior and minimize suspensions, we have implemented CHAMPS and Positive Behavior Supports. Positive Alternative to School Suspension (PASS) or in-school suspension is another intervention strategy to support student behavior and academics with a certified teacher assigned to the program.

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

B. Family and Community Engagement

The school's response to this section may 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?

No

1. PFEP Link

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

2. Description

We are working to increase the number of parents who participate in events held on campus. We are also working to increase the rate of attendance so that more families are involved and displaying support of the school. Stakeholders participate in Meet the Teacher, Open House, SAC Meetings, Report Card Conferences, Bedtime Story Night, Spring and Winter concerts, FSA Night and Math/ Science Night.

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

Through our Partners in Education program, we build and sustain community relationships. This allows Westpointe to secure and utilize resources to support our school and student achievement.

We have created a Westpointe Mentorship Program where community members volunteer their time once a week to meet with our identified students.

The MetroWest Master Association provides funding to support the school in various needs. They provide supplemental support for extracurricular activities. For the past several years they have donated \$10,000 technology upgrades, our fine arts, and physical education departments. Our students at Westpointe will continue to benefit from this partnership.

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
Smith, Patricia	Principal
Grubbs-Holmes, Atresa	Assistant Principal
Smith, Carol	Instructional Coach
Pagan, Agnes	Instructional Coach

b. Duties

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

Our Leadership Team is comprised of the following: Principal, ESE Administrator, Staffing Specialist/ESE, School Psychologist, MTSS Coach, and ELL Compliance teacher.

Patricia G. Smith, Principal:

Mrs. Smith provides guidance for the Leadership Team and ensures all aspects of the school are functioning as effectively as possible. Through her leadership, the team is able to make decisions about students. The team is then able to determine and implement best practices based on the needs of the students. Mrs. Smith also ensures that the team is implementing common planning effectively. Mrs. Smith also provides opportunities for professional development. Additionally, Mrs. Smith conducts classroom walkthroughs daily.

Dr. Atresa Grubbs-Holmes, Assistant Principal:

Dr. Grubbs-Holmes provides guidance for the Leadership Team. Through her leadership, the team is able to make decisions about students. The team is then able to determine and implement best practices based on the needs of the students. Dr. Grubbs-Holmes also works closely with all teachers on the effective implementation of the core reading series. Dr. Grubbs-Holmes is Assistant Principal of Instruction. She also oversees behavior and provides professional development on behavior and intervention strategies.

Jacqueline Lemieux, Instructional Coach:

Ms. Lemieux also analyzes data with teachers and researches scientifically-based curriculum and intervention programs. She also ensures that teachers have the necessary data to make informed decisions about students. Additionally, Ms. Lemieux participates in common planning and provides professional development to the teachers. Additionally, she provides guidance on all math and science curriculum and oversees Math and Science Night.

Carol Smith, Reading Specialist/Multi-Tiered System of Support (MTSS):

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

Paul Caswell, Staffing Specialist:

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

Agnes Pagan, Curriculum Compliance Teacher (CCT):

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

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

Grade level Professional Learning Community meetings are held weekly to discuss academic progress of the students on the grade level. Comparative data through formative and weekly assessments are used to identify struggling learners and to plan and implement appropriate remediation to help students achieve mastery. When Tier 1 and Tier 2 remediations are not successful for a particular student, teachers alert the MTSS team for additional assistance. The teachers begin to collect additional data, such as; test data, work samples, and targeted intervention data, to monitor the student's progression. Our Staffing Specialist gathers information from cumulative folder and relevant background information. A meeting is scheduled with the classroom teacher. At the meeting, behaviors and observations are discussed, as well as appropriate interventions. Academic progress is discussed at weekly PLC meetings on each grade level.

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Patricia G. Smith	Principal
Frances Dickey	Parent
Donna Fontes	Teacher
Lisa Vuong	Teacher
Linda Sheldon	Teacher
Maria Banks	Teacher
Rebecca Evans	Teacher
Ricky Williams	Parent
Shakirat Yusuf	Parent
Nick Landman	Parent
Maria Renteria	Parent
Aquila Erigiator	Parent
Kristin Degenhart	Teacher
Denise Samuelson	Education Support Employee
Cynthia Schweitzer	Business/Community
Angelica Bermudez	Parent
Leanette Martinez	Parent
Guiselle Ema Monge	Parent
Carolina Palacio	Parent

b. Duties

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

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

Westpointe Elementary School did not exist last year.

b. Development of this school improvement plan

The district compiled data based on the students who were zoned for Westpointe Elementary School. The data was used to develop this School Improvement Plan. A meeting was held with teacher leaders to determine the appropriate goals.

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

Westpointe Elementary School did not exist last year.

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

Westpointe Elementary School did not exist last year.

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
Smith, Patricia	Principal
Smith, Carol	Instructional Coach
Grubbs-Holmes, Atresa	Assistant Principal
Pagan, Agnes	Instructional Coach

b. Duties

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

The LLT works collaboratively with team representatives from each grade level. The goal of our LLT is to enhance literacy at our school. Our committee meets monthly to discuss and share best practices in reading and writing across content areas and review Orange County's K-12 Comprehensive Reading Plan.

The team also hosts "Bed Time Story" night to encourage the increase of reading time in the home. FSA night is provided for students in grades 3-5. Students are also strongly encouraged to participate in AR and determining goals. Students are provided charms as an incentive to gain points in AR. Another major initiative of the team this year is the implementation of i-Ready in grades K-5. One major initiative of the LLT will be to diligently monitor the technology tools that are used to support student academic achievement in order to enhance the delivery of instruction in the classroom. Largely, this will allow students to access additional resources which will improve research skills and content reading in multiple areas.

Patricia G. Smith, Principal:

Mrs. Smith provides guidance for the Leadership Team and ensures all aspects of the school are functioning as effectively as possible. Through her leadership, the team is able to make decisions about students. The team is then able to determine and implement best practices based on the needs of the students. Mrs. Smith also ensures that the team is implementing common planning effectively. Mrs. Smith also provides opportunities for professional development. Additionally, Mrs. Smith conducts classroom walkthroughs daily.

Dr. Atresa Grubbs-Holmes, Assistant Principal:

Dr. Grubbs-Holmes provides guidance for the Leadership Team. Through her leadership, the team is able to make decisions about students. The team is then able to determine and implement best practices based on the needs of the students. Dr. Grubbs-Holmes also works closely with all teachers on the effective implementation of the core reading series. Dr. Grubbs-Holmes is also the API, administrator for ESE and the new teacher program.

Jacqueline Lemieux, Instructional Coach):

Ms. Lemieux provides various professional development opportunities to the staff. Ms. Lemieux also analyzes data with teachers and researches scientifically-based curriculum and intervention programs. She also ensures that teachers have the necessary data to make informed decisions about students. Additionally, Ms. Lemieux participates in common planning and provides professional

development to the teachers.

Carol Smith, Reading Specialist/Multi-Tiered System of Support (MTSS):

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

Agnes Pagan, Curriculum Compliance Teacher (CCT):

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

D. Public and Collaborative Teaching

The school's 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.

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

This year a teacher representative from each grade level will participate in the District's Professional Learning Community which focuses on literacy across all levels and all content areas. The main focus for this year is text complexity and close reading techniques.

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

The school will select candidates that have highly qualified credentials during the interview and selection process. Provide professional development in the areas of instructional strategies, technology integration, and individualized instruction. Placement of teachers will align with professional experience, professional goals, and certifications.

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

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

Mentors are chosen based on the number of years of experience they have on the grade level and in teaching. This pairing provides the mentee with a contact on their grade level to help them grow as a professional and become a proficient teacher at their current grade level.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

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

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

Strategy: After School Program

Minutes added to school year: 3,840

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

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

Strategy: Weekend Program

Minutes added to school year: 7,200

Beginning in September, tutoring will be offered to students who scored in the bottom quartile on FSA and the IReady Diagnostic.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

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

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

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.

This year, all students in kindergarten will be given the Florida Kindergarten Readiness Screener. This assessment will be administered in August/September. The I-Ready Diagnostic Assessment will also be administered to all grade levels, kindergarten through fifth.

Transition program:

1. Teacher/ Principal/ Family Meet and Greet.
2. Families are able to meet their child's kindergarten teacher and meet other incoming kindergarten parents at the Kindergarten Round-up. This allows parents and students to interact in a fun and stress-free environment.
3. Kindergarten students complete a beginning of the year screening to identify readiness skills. The data allows the teachers to target specific academic needs, or provide enrichment when needed.
4. Beginning of the Year Kindergarten Parent Breakfast. This is a welcome breakfast offered to all new kindergarten and pre-k parents. The breakfast is held on campus and parents are welcomed to join after dropping their child off for the first day of school. PTA provides information on school events and ways parents can become involved.
5. To assist with the transition from 5th grade to middle school, the students visit Gotha and Chain of Lakes Middle Schools for a tour and orientation in the Spring. In addition, middle school counselors will visit Westpointe to talk with students about school procedures, courses offerings and extracurricular activities.

b. College and Career Readiness

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

Westpointe Elementary has implemented several strategies to advance college and career awareness. Students and staff are encouraged to wear college paraphernalia on Fridays.

Fifth grade students will also visit the feeder pattern middle schools.

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

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

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

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

Project Lead the Way will also be implemented in 4th grade.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.

N/A

II. Needs Assessment

The school's completion of this 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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will gain proficiency in the Marzano Instructional Framework in order to increase rigor, and thereby increase student achievement as a result of their strategic implementation of the framework. (Division Priority: Invest in Human Capital)

- G2.** Student achievement will increase as a result of deliberate planning, implementation and monitoring of the Florida Standards. (Division Priority: Accelerate Student Performance)

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

G098235

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	68.0
FSA Mathematics Achievement	65.0
Statewide Science Assessment Achievement	55.0
ELA/Reading Lowest 25% Gains	65.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Teachers have a limited understanding of how to use the streamlined learning map to address critical content while using engaging student strategies.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

Administrators will monitor professional development activities related to Marzano's Evaluation model, deliberate practice plans, and classroom observations. Regular lesson plan checks and classroom observations will verify that lessons taught consistently match the district's scope and sequence, are aligned to the standards and incorporate Marzano strategies.

Person Responsible

Atresa Grubbs-Holmes

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Classroom observations, I-Ready reports, MAP assessment data, FSA data, formative and summative assessment data will be reviewed and monitored.

G2. Student achievement will increase as a result of deliberate planning, implementation and monitoring of the Florida Standards. (Division Priority: Accelerate Student Performance) 1a

G098236

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	68.0
Math Lowest 25% Gains	50.0
Statewide Science Assessment Achievement	55.0
FSA Mathematics Achievement	65.0
ELA/Reading Lowest 25% Gains	65.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Budget, Personnel
- Instructional Management System
- I-Ready for Math and Reading
- Imagine Learning
- Florida Ready Workbooks
- Instructional Coaches

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Carol Smith

Schedule

Every 3 Weeks, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  **S123456** = Quick Key

G1. Teachers will gain proficiency in the Marzano Instructional Framework in order to increase rigor, and thereby increase student achievement as a result of their strategic implementation of the framework. (Division Priority: Invest in Human Capital) **1**

 G098235

G1.B1 Teachers have a limited understanding of how to use the streamlined learning map to address critical content while using engaging student strategies. **2**

 B264274

G1.B1.S1 We will provide professional development for teachers on rigor and relevance, Webb's Depth of Knowledge, Kagan Structures and deconstructing the Florida Standards. **4**

 S279923

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Carol Smith

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

iObservation feedback, assessment data, lesson plan feedback

Action Step 2 **5**

Provide professional development to new teachers monthly on Marzano targeted elements.

Person Responsible

Carol Smith

Schedule

Monthly, from 8/14/2017 to 6/1/2018

Evidence of Completion

iObservation, assessment data, lesson plan feedback

Action Step 3 5

Provide professional development on Kagan Structures

Person Responsible

Atresa Grubbs-Holmes

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PowerPoint presentation, agenda, weekly staff newsletter

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

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

Person Responsible

Patricia Smith

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

iObservation, lesson plans, CWTS

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

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

Person Responsible

Patricia Smith

Schedule

On 6/1/2018

Evidence of Completion

iObservation feedback, assessment data, lesson plan feedback, CWTS

G1.B1.S2 Provide professional development and coaching with utilizing strategically selected Marzano elements within instructional planning and implementation. 4

S279924

Strategy Rationale

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

Action Step 1 5

Provide professional development on Marzano targeted elements based upon iObservation data.

Person Responsible

Atresa Grubbs-Holmes

Schedule

Monthly, from 8/7/2017 to 6/1/2018

Evidence of Completion

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

Action Step 2 5

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

Person Responsible

Agnes Pagan

Schedule

Every 3 Weeks, from 8/7/2017 to 6/1/2018

Evidence of Completion

iObservation Reports

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

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

Person Responsible

Patricia Smith

Schedule

Weekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

PLC common planning minutes, lesson plans, iObservation data

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

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

Person Responsible

Patricia Smith

Schedule

Daily, from 8/7/2017 to 6/1/2018

Evidence of Completion

iObservation data and reports

G2. Student achievement will increase as a result of deliberate planning, implementation and monitoring of the Florida Standards. (Division Priority: Accelerate Student Performance) **1**

 G098236

G2.B1 Teachers have a limited level of understanding of how to identify critical targets within the standards and progress with each unit of instruction to deepen the rigor and understanding of learners. **2**

 B264275

G2.B1.S1 Provide professional development and coaching of strategic planning to deconstruct standards, develop goals and evidence based scales, and implement common formative assessments.

4

 S279925

Strategy Rationale

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

Action Step 1 **5**

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

Person Responsible

Carol Smith

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

PLC agenda/notes, lesson plans

Action Step 2 **5**

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

Person Responsible

Patricia Smith

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

IObservation data and reports

Action Step 3 5

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

Person Responsible

Atresa Grubbs-Holmes

Schedule

Daily, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

Action Step 4 5

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

Person Responsible

Atresa Grubbs-Holmes

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

Peer observation logs and exit slips

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

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

Person Responsible

Atresa Grubbs-Holmes

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

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

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

Person Responsible

Patricia Smith

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

G2.B1.S2 The leadership team will develop proficiency in supporting lesson planning. Collaborative planning will be scheduled on specific days and times. 4

S279926

Strategy Rationale

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

Action Step 1 5

Establish the purpose of collaborative planning teams.

Person Responsible

Agnes Pagan

Schedule

Weekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

PLC meeting notes, agendas, sign-in sheets

Action Step 2 5

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

Person Responsible

Atresa Grubbs-Holmes

Schedule

Weekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

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

Person Responsible

Atresa Grubbs-Holmes

Schedule

Weekly, from 8/7/2017 to 6/1/2018

Evidence of Completion

Sign-in Sheets, PLC agenda/notes

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

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

Person Responsible

Patricia Smith

Schedule

Weekly, from 8/14/2017 to 6/1/2018

Evidence of Completion

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

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G1.MA1 M408406	Administrators will monitor professional development activities related to Marzano's Evaluation...	Grubbs-Holmes, Atresa	8/14/2017	Classroom observations, I-Ready reports, MAP assessment data, FSA data, formative and summative assessment data will be reviewed and monitored.	6/1/2018 weekly
G2.MA1 M408411	Common and summative assessment data, i-Ready Reports, and Go Math data will be reviewed by...	Smith, Carol	8/14/2017	PLC Data meetings, formative assessments, classroom observations, professional development sign-in sheets, I-Ready reports, summative assessments, FSA data and Go Math assessment data will be reviewed and monitored.	6/1/2018 every-3-weeks
G1.B1.S1.MA1 M408402	Administrators will analyze assessment data through conferencing, lesson plans and deliberate...	Smith, Patricia	8/14/2017	iObservation feedback, assessment data, lesson plan feedback, CWTS	6/1/2018 one-time
G1.B1.S1.MA1 M408403	Administrators and leadership team will conduct classroom observations and review lesson plans.	Smith, Patricia	8/14/2017	iObservation, lesson plans, CWTS	6/1/2018 daily
G1.B1.S1.A1 A377326	Provide differentiated professional development based on classroom observations and feedback on...	Smith, Carol	8/14/2017	iObservation feedback, assessment data, lesson plan feedback	6/1/2018 biweekly
G1.B1.S1.A2 A377327	Provide professional development to new teachers monthly on Marzano targeted elements.	Smith, Carol	8/14/2017	iObservation, assessment data, lesson plan feedback	6/1/2018 monthly
G1.B1.S1.A3 A377328	Provide professional development on Kagan Structures	Grubbs-Holmes, Atresa	8/14/2017	PowerPoint presentation, agenda, weekly staff newsletter	6/1/2018 biweekly
G2.B1.S1.MA1 M408407	The leadership team will monitor the implementation of the goals, scales, and evidence being...	Smith, Patricia	8/14/2017	iObservation data, PLC meeting minutes, agendas, sign-in sheets, lesson plans, student artifacts.	6/1/2018 weekly
G2.B1.S1.MA1 M408408	The leadership team will attend, coach and provide feedback during PLC meetings to monitor the...	Grubbs-Holmes, Atresa	8/14/2017	iObservation, standards based lesson plans, and grade level collaboration (PLC) minutes	6/1/2018 weekly
G2.B1.S1.A1 A377331	Provide coaching and facilitate strategic planning PLCs (reading and math) to deconstruct standards...	Smith, Carol	8/14/2017	PLC agenda/notes, lesson plans	6/1/2018 weekly
G2.B1.S1.A2 A377332	Conduct informal observations and classroom walkthroughs to ensure delivery is aligned to plans.	Smith, Patricia	8/14/2017	iObservation data and reports	6/1/2018 daily
G2.B1.S1.A3 A377333	Provide grade levels with half-day planning days to support collaboration and planning standards...	Grubbs-Holmes, Atresa	8/14/2017	Grade level teams will post their lesson plans on Google Drive. Lesson plans will be reviewed by the leadership team to ensure that rigorous lessons are being developed.	6/1/2018 daily
G2.B1.S1.A4 A377334	Provide teachers will opportunities to participate in peer observations and reflect on data driven...	Grubbs-Holmes, Atresa	8/14/2017	Peer observation logs and exit slips	6/1/2018 biweekly
G1.B1.S2.MA1 M408404	The leadership team (administration and coaches) will monitor classroom instruction and student...	Smith, Patricia	8/7/2017	iObservation data and reports	6/1/2018 daily
G1.B1.S2.MA1 M408405	The leadership team (coaches and administration) will monitor the implementation of learned...	Smith, Patricia	8/7/2017	PLC common planning minutes, lesson plans, iObservation data	6/1/2018 weekly
G1.B1.S2.A1 A377329	Provide professional development on Marzano targeted elements based upon iObservation data.	Grubbs-Holmes, Atresa	8/7/2017	Professional development agendas, iObservation Data, PowerPoints and teacher exit slips	6/1/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S2.A2  A377330	Provide coaching during lesson planning to ensure elements are embedded in plans.	Pagan, Agnes	8/7/2017	iObservation Reports	6/1/2018 every-3-weeks
G2.B1.S2.MA1  M408409	Monitoring of lesson plans for best practices and standards based lesson focus on classroom...	Smith, Patricia	8/14/2017	iObservation data and feedback, lesson plans, and PLC agenda/notes, formative and summative assessment data.	6/1/2018 weekly
G2.B1.S2.MA1  M408410	The purpose of the PLC's will be established and reviewed throughout the meetings. The principal...	Grubbs-Holmes, Atresa	8/7/2017	Sign-in Sheets, PLC agenda/notes	6/1/2018 weekly
G2.B1.S2.A1  A377335	Establish the purpose of collaborative planning teams.	Pagan, Agnes	8/7/2017	PLC meeting notes, agendas, sign-in sheets	6/1/2018 weekly
G2.B1.S2.A2  A377336	Teacher teams will meet together with the leadership team to design lessons and formative/summative...	Grubbs-Holmes, Atresa	8/7/2017	PLC meeting agenda, notes, lesson plans, formative/summative assessment data, sign-in sheets	6/1/2018 weekly

V. Professional Development Opportunities

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

G1. Teachers will gain proficiency in the Marzano Instructional Framework in order to increase rigor, and thereby increase student achievement as a result of their strategic implementation of the framework. (Division Priority: Invest in Human Capital)

G1.B1 Teachers have a limited understanding of how to use the streamlined learning map to address critical content while using engaging student strategies.

G1.B1.S1 We will provide professional development for teachers on rigor and relevance, Webb's Depth of Knowledge, Kagan Structures and deconstructing the Florida Standards.

PD Opportunity 1

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

Facilitator

Principal, Assistant Principal and Leadership Team

Participants

Instructional Staff

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

PD Opportunity 2

Provide professional development to new teachers monthly on Marzano targeted elements.

Facilitator

Leadership Team

Participants

New Teachers

Schedule

Monthly, from 8/14/2017 to 6/1/2018

PD Opportunity 3

Provide professional development on Kagan Structures

Facilitator

Leadership Team

Participants

All Instructional Staff

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

G1.B1.S2 Provide professional development and coaching with utilizing strategically selected Marzano elements within instructional planning and implementation.

PD Opportunity 1

Provide professional development on Marzano targeted elements based upon iObservation data.

Facilitator

Principal and AP

Participants

Instructional Staff

Schedule

Monthly, from 8/7/2017 to 6/1/2018

G2. Student achievement will increase as a result of deliberate planning, implementation and monitoring of the Florida Standards. (Division Priority: Accelerate Student Performance)

G2.B1 Teachers have a limited level of understanding of how to identify critical targets within the standards and progress with each unit of instruction to deepen the rigor and understanding of learners.

G2.B1.S1 Provide professional development and coaching of strategic planning to deconstruct standards, develop goals and evidence based scales, and implement common formative assessments.

PD Opportunity 1

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

Facilitator

Learning Sciences

Participants

Instructional Coaches, Team Leaders, Principal and Assistant Principals

Schedule

Weekly, from 8/14/2017 to 6/1/2018

PD Opportunity 2

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

Facilitator

Jacqueline Lemieux

Participants

Any teacher who needs additional support

Schedule

Biweekly, from 8/14/2017 to 6/1/2018

G2.B1.S2 The leadership team will develop proficiency in supporting lesson planning. Collaborative planning will be scheduled on specific days and times.

PD Opportunity 1

Establish the purpose of collaborative planning teams.

Facilitator

Jacqueline Lemieux

Participants

Instructional Staff, Principal

Schedule

Weekly, from 8/7/2017 to 6/1/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Provide differentiated professional development based on classroom observations and feedback on rigor, relevance, deconstructing the Florida State Standards, and Marzano's high yield strategies.				\$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1142	590-Other Materials and Supplies	1201 - Westpointe Elementary	General Fund		\$2,000.00
2	G1.B1.S1.A2	Provide professional development to new teachers monthly on Marzano targeted elements.				\$0.00
3	G1.B1.S1.A3	Provide professional development on Kagan Structures				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1141	500-Materials and Supplies	1201 - Westpointe Elementary	General Fund		\$1,000.00
4	G1.B1.S2.A1	Provide professional development on Marzano targeted elements based upon iObservation data.				\$0.00
5	G1.B1.S2.A2	Provide coaching during lesson planning to ensure elements are embedded in plans.				\$0.00
6	G2.B1.S1.A1	Provide coaching and facilitate strategic planning PLCs (reading and math) to deconstruct standards and create goals with specific learning targets and evidence based scales.				\$0.00
7	G2.B1.S1.A2	Conduct informal observations and classroom walkthroughs to ensure delivery is aligned to plans.				\$0.00
8	G2.B1.S1.A3	Provide grade levels with half-day planning days to support collaboration and planning standards based rigorous lessons.				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	2161	140-Substitute Teachers	1201 - Westpointe Elementary	General Fund		\$5,000.00
9	G2.B1.S1.A4	Provide teachers will opportunities to participate in peer observations and reflect on data driven instructional practices, with follow-up coaching support as needed.				\$0.00
10	G2.B1.S2.A1	Establish the purpose of collaborative planning teams.				\$0.00
11	G2.B1.S2.A2	Teacher teams will meet together with the leadership team to design lessons and formative/summative assessments.				\$0.00
Total:						\$8,000.00