Westbrooke Elementary

2017-18 Schoolwide Improvement Plan

Westbrooke Elementary

500 TOMYN BLVD, Ocoee, FL 34761

https://westbrookees.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	58%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	60%

School Grades History

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

*Informational Baseline School Grade

Note: *The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.*

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district 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

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 Westbrooke 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.

Teachers participated in professional development during the first few weeks of the school year regarding establishing appropriate and positive relationships with students, communicating positively with parents and utilizing volunteers, and verbal deescalation. Teachers and staff members are active members of our SAC, and Parent Teacher Organization, as well as participate in school-wide functions and events outside of the school day with students and their families.

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

Safety of all students, staff members and visitors is the top priority at Westbrooke Elementary School. Specific pick up, drop off and visitor procedures are published and communicated with all stakeholders in an effort to have efficient and safe operations. Anyone visiting the school must sign in at the front office. Anyone picking up a child must present picture identification or must have a current school-issued car tag. We also adhere to district expectations of consistent participation in safety drills which include fire drills, severe weather drills and active assailant (lockdown) drills. School cleanliness is a top priority as well, to prevent the spread of diseases and to promote a culture of pride among all stakeholders. The assistant principal routinely monitors custodial crew members and communicates areas of strength and need. Cleanliness expectations are shared with all staff members and students.

School-wide procedures and expectations have been developed and posted in common areas including cafeteria and hallways. CHAMPS (Conversation, Help, Activity, Movement, Participation, Success) and voice level expectations are listed in classrooms and common areas. They are reviewed daily by classroom teachers and by staff.

Social interaction expectations, known as "Use Your PAWS", are posted in every classroom and are reviewed daily via morning announcements. In addition, Project Wisdom messages are shared during this time These messages are based on positive character traits and are used as springboards for classroom discussions to help with the development and support of positive classroom cultures.

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.

Westbrooke has implemented CHAMPS by providing several professional development sessions presented by trained teachers on our staff. The expectation is that CHAMPS strategies are implemented consistently, school-wide.

School-wide positive behavior supports strategies are in place to recognize appropriate student behaviors. This includes tickets earned by students caught making good choices (individually earned, classroom applications), student of the week (classroom level), Pick of the Pride (weekly, grade level wide), Future Leader of America (monthly, classroom level recognizing exemplar character), Pride Paws (cafeteria behavior, class level).

All classroom teachers have established clear behavior and social expectations within their classrooms. There are structures in place which include visual reinforcements and tracking of student behaviors. This leads to positive recognition or consequences as needed. Students who require additional behavioral supports are offered individual tracking systems with more frequent reinforcements for positive behavior.

The administrative team supports teachers to meet individualized needs of students requiring more specific behavior interventions.

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.

Westbrooke's mentoring program, The Learning Connection (TLC), is structured to offer weekly mentoring sessions for students who have been identified to have social and emotional needs, evident by academic and/or behavioral data. Students meet with their mentors weekly, and are asked to reflect on what they've heard or discussed, and set personal goals. Students also have mentoring folders which they take with to the mentoring sessions so that mentors can write notes or comments for the teachers and vice versa.

Identified students also participate in social skills lessons, provided by our guidance counselor or varying exceptionalities teacher. During this small group or one-on-one session, students use social stories to learn strategies regarding how to interact successfully with classmates or how to deal with potentially stressful situations. These interventions are monitored regularly during administrative meetings, to ensure they are effectively supporting student needs.

Teachers are provided with yearly overview training regarding the MTSS, IEP, 504 and Gifted referral processes. Our MTSS coach assist teachers in identifying students' needs, incorporating UDL strategies and completing proper progress monitoring.

Student social and emotional needs are met through classroom character education lessons, following the district character education schedule (one focus trait per month). The guidance counselor shares lesson plan ideas with teachers and writes an article communicating character expectations in the school wide newsletter. The principal shares Words of Wisdom (from Project Wisdom- a character education program with daily scripts to share with students). Our school guidance counselor meets with students as needed throughout the year. She also recognizes exemplary students who display the monthly character trait during a lunch-time celebration honoring students as "Future Leaders of America". These students proudly receive pencils, certificates and restaurant gift certificates. As they are called up to the stage to receive their awards, they are cheered for by their peers.

There is a referral process for teachers to refer students who may need the involvement or intervention from the school social worker, or who may need counseling services. There are some

private service counseling providers which partner with the district to provide those services during the school day on our campus.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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.

Student attendance, academic progress and test scores are monitored throughout the school year to identify students who have early warning signs. The registrar runs attendance reports, the dean monitors suspensions, and administration monitors course failures and low proficiency scoring students in reading and mathematics.

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	11	6	8	4	6	13	0	0	0	0	0	0	0	48
One or more suspensions		2	2	5	0	2	3	0	0	0	0	0	0	0	14
Course failure in ELA or Math	25	2	0	9	7	8	0	0	0	0	0	0	0	51
Level 1 on statewide assessment	0	0	0	10	20	27	0	0	0	0	0	0	0	57

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		8	1	0	5	7	11	0	0	0	0	0	0	0	32

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

Child study teams (includes social worker, classroom teacher, registrar and an administrator) meet with parents of students with a pattern of excessive tardies or absences.

Professional development is provided to teachers regarding classroom management to prevent the escalation of student behaviors that would potentially lead to a referral. Classroom referral forms are shared with teachers to track Level 1 and 2 offenses to progress monitor behavior and provide administrative support for proactive measures to prevent Level 3 and 4 offenses.

Each grade level has established a process to ensure students do not earn "0" for missing work. In addition, grade levels have established a process to allow students to reattempt one failing assignment score per marking period.

Intervention protocols are in place to provide targeted instruction for students below grade level expectations on statewide assessments.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 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

Westbrooke Elementary School will continue to promote parental involvement by providing opportunities for parents to engage in their students' learning directly, through volunteering in classrooms or by attending school wide functions. In-class volunteering includes buddies with some students identified in lowest 25% based on state assessment achievement. These volunteers will assist students during lessons, facilitate small group centers or provide one on one assistance as planned by the teacher. School-wide functions planned again for this year are: Meet the Teacher, Open House, Curriculum Night, Science Fair, Fall Carnival, Father-Daughter Ball, Mother-Son Event, and Family Fun Night. Parents are also encouraged to participate in PTO general meetings and the School Advisory Council.

The school's purpose has been presented to stakeholders via our annual theme - Persevering with Pride - Perseverance, Respect, Integrity, self - Discipline and Effort as we celebrate 10 years of excellence. We use various forms of communication to inform stakeholders about the school's purpose (i.e. newsletters, Connect Orange phone messages, and our student handbook). Our vision is "To be the top producer of successful students in the nation" and our mission is to "Lead our students to success with the support and involvement of families and the community."

Each year, parents, teachers, and students have been given the opportunity to provide feedback with our Annual School Survey. These results have been shared with stakeholders during our SAC (School Advisory Council) meetings and during staff meetings. SAC members include both parents and teachers.

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.

Westbrooke administration and teachers collaborate closely with our PTO volunteers and Partners in Education liaison to secure resources for school purposes. Monthly spirit nights are scheduled at local businesses and are promoted with school families, encouraging participation to support these local businesses, which in turn support the school through donations. Student achievement is also supported by local businesses as they offer gift certificates, discounts or coupons to recognize students for attendance, behavior or academic achievements.

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
Couret, Michelle	Principal
Green, Leslee	Other
Williams, Kenya	Assistant Principal
Garbiras, Nicole	Instructional Coach
Golden, Nancy	Instructional Coach
Boddie, Tara	School Counselor
Hofer, Alana	Instructional Media

b. Duties

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

Principal Administration Team Member

• Demonstrates resiliency in pursuit of continuous school improvement guided by what is best for all students
• Monitors the school and classrooms for comprehensible instruction delivered to ELL & VE students
• Monitors the achievement of students and closing achievement gaps for student sub-populations.
• Monitors instructional planning, classroom instruction and is aware of predominant instructional practices.
• Uses indicators from the instructional evaluation system to monitor, evaluate proficiency, and provide timely,
actionable feedback to faculty on the effectiveness of instruction correlated with student achievement data.
• Establishes and/or communicates the following expectations to appropriate stakeholders:
- School's vision, mission and goals
- Instructional and professional expectations
- Student learning requirements, academic standards, and all other local, state, and federal administrative
requirements and decisions
- The school learning environment supports student engagement and is preparing students for life in a
democratic society and global economy
- Success of the whole school, as well as individuals within the school
- School Improvement Plan
• Develops and Implements structures to analyze and interpret student data to determine effectiveness of
instruction and interventions (school-wide, grade-wide, class-wide, and with specific student sub-groups)
to help all students meet goals.
• Responsible to implement, lead and supervise:
- Weekly Admin team meeting to include reporting on teacher observation data, student data, trends, needs and successes.
- Weekly Grade Level common planning meetings to review student data and plan effective, standards-based classroom instruction
- Every 1-3 weeks: Classroom visits and observations.
- Yearly or bi-yearly, evaluates faculty using district instructional framework
- Yearly, evaluates classified personnel using district systems
- Monthly Leadership Council meetings (Admin, resource and instructional team leaders)

- Monthly SAC meetings to include parent, faculty, staff and community stakeholders
- Monthly school-wide job-embedded professional development directly related to their instructional growth goals and consistent with student achievement
• Maximizes the impact of school personnel, fiscal and facility resources.
• Effectively employs, supports and retains teachers who continually enhance their pedagogical skills through reflection and professional growth plans to serve the school population.
• Responsible for the safe operation and management of all activities and functions at the school
• Responsible for school and community relations with parents, community members and businesses

Assistant Principal Administration Team Member

• Administrative Designee when Principal is off-campus
• ESE Administrator: Responsible to oversee and manage all ESE, MTSS, DARE related programs and
responsibilities (including but not limited to: SLD, ASD, EBD, OHI, S/L, Gifted, 504s, MTSS), participate in
meetings as needed, ensure compliance with district, state and federal mandates
• Monitors instructional planning, classroom instruction and is aware of predominant instructional practices.
• Uses indicators from the instructional evaluation system to monitor, evaluate proficiency, and provide
timely, actionable feedback to faculty on the effectiveness of instruction correlated with student achievement data.
• Completes all entries on SMS for student referrals, and communicates suspension dates and details with
registrar
• Provides resources and support to Science vertical PLC as needed
- Responsible to support, participate in and/or conduct:
- Weekly Admin team meeting, Grade Level PLC meetings
- Every 1-3 weeks: Classroom visits and observations
- Yearly or bi-yearly, evaluates faculty
- Yearly, evaluates classified personnel
- Monthly Leadership Council meetings, SAC meetings, school-wide job-embedded professional development
• Responsible for all facilities-related issues including:
- scheduling and monitoring after school enrichment, church, PTO and community facility use agreements
- cleanliness of facility
- property inventory and records
- energy management
- fire/health code compliance (drills, inspections, reporting)
- radios
• Oversees PASS (Positive Alternative to School Suspension) program (formerly ISS)
- Orientation/ Review of expectations
- Time for Academic assignment completion
- Social Skills/ Character Development session
- Address Infractions, including developing behavior agreement with student for next time that situation
arises
- Provide a Service Opportunity (for a higher purpose)
- Assure lunch and restroom breaks are provided
- Conference/Reflect with student using rubric
- Collect and submit PASS data to WLC or district office

• SharePoint site manager: Responsible for all schedules including: SA/Lunch, duty schedules, pictures,

hearing, vision & A/C

• Responsible for student supervision, discipline referrals, outcomes and reporting

- Transportation coordinator

• Responsible for student supervision

• Virtual School Contact and approves courses (with Principal's approval)

• Completes a monthly submission for the school wide newsletter

• Coordinates Student of the Week program, Pick of the Pride lunches (printing of achievement awards,

certificates, setting up lunch in conference room for P of P)

• Coordinates printing of academic, attendance and character certificates each grading period

• Coordinates a monthly submission schedule: Grade level teams submit pictures and articles to be printed

in the West Orange Times (collaborate with PTO PR representative)

• South West Bulletin contact person

• Other duties as assigned by the principal.

Instructional Coach & Curriculum Resource Teacher Resource Team Member

• Administrative Designee when Principal and Assistant Principal are off campus

• Building Level Assessment Test Coordinator: FSA, FLKRS, CFE, ETC.

• Teach daily intervention group(s) of students, tracking data and collaborating with classroom teachers to

address student needs

• Attends weekly Admin Team Meetings, reporting on teacher observation data, state, district and school

student data and testing updates

• Serves as school math coach, providing resources and support to vertical PLC as needed

- Positively supports and promotes school initiatives with all staff members and stakeholders. Addresses

concerns proactively and in support of school goals

• Provides Principal with analysis of available data; Performance Matters contact and champion

• Conducts informal observations as assigned by the principal

• Responsible for overseeing the K-5 curriculum frameworks addressing the Florida Standards

- Develops and implements the School Improvement Plan throughout the school year. Leads scheduled

SAC meetings and uploads minutes onto district site.

• Chairperson for the SAC and ensures development of School Improvement Plan

• Assists principal in coordinating and implementing school-wide staff development schedule in accordance

with the School Improvement Plan and identified teacher needs

• Instructional Coach

• Responsible for professional development calendar and implementation

• Collects and submits professional development points for teachers

• Textbook Manager (backed up by Media Specialist) Responsible for:

- Maintaining inventory,

- Check out system,

- Organization and availability of all instructional and state adopted materials

• Responsible for student intern placements

• Responsible for beginning teacher program

• Coordinates Teach-In, Oration Contest

• Collaborates with MTSS Coach and Staffing Coordinator regarding the progress monitoring of lower

performing students
• Completes a monthly submission for the school wide newsletter
• Assists with student supervision during specified duty times
• Assists staff with student assessment information and progress monitoring questions
• CPI Certified
• Complete other duties as assigned by the principal

Media Specialist Resource Team Member

• Responsible to establish, oversee and maintain an open concept media center, to include
unscheduled
visits by small groups of students and scheduled class visits
• Develops and implements specific media center policies
• Provides resources and support to Writing vertical PLC as needed
• Teaches daily intervention group(s) of students, tracking data and collaborating with classroom
teachers
to address student needs
• Admin team member, attending weekly Admin Team Meetings, reporting on student data and digital
program usage
• Positively supports and promotes school initiatives with all staff members and stakeholders.
Addresses
concerns proactively and in support of school goals.
• Serves as a Co-Textbook Manager (with CRT)
• Develops and promotes school-wide reading practices, themes, literacy programs and contests for
the
school (AR, I Read)
• Promotes state reading contests (Sunshine State Books, SSYRA, etc)
• Collaborates with PTO to establish and promote school-wide Accelerated Reader/ STAR
Assessment
Program, Read-A-Thon, Battle of the Books
• Coordinates and monitors school-wide digital practices including the regular use of I-Ready
• Plans, organizes and executes an end of year culminating reading celebration for the entire student
body
• Oversees the purchase and deletion of library collection materials, including Guided Reading library
items
• Communicates as staff/ PTO liaison
• Coordinates, promotes and runs Scholastic Book Fairs- Fall and Spring
• Coordinates the Read2Succeed program for 2nd grade
• Approves and schedules educational classroom videos
• Coordinates CCTV production lab for morning announcements
• Oversees use of poster maker and laminator (scheduled use, once per week)
• Coordinates and monitors student use of media computer lab before and after school
• Coordinates, promotes and runs student Book Club(s)
• Completes a monthly submission for the school wide newsletter
• Assists with student supervision during specified duty times
• Supports grade level teams with curricular/media needs
• Complete other duties as assigned by the principal

Other (Staffing Coordinator/ CCT) Resource Team Member

• Attends weekly Admin Team Meetings
• Positively supports and promotes school initiatives with all staff members and stakeholders.
Addresses

concerns proactively and in support of school goals
• Provides resources and support to Gifted vertical PLC as needed
- Serves as LEA representative for all mandated documents for ESE students (and 504s)
• Responsible for the scheduling and execution of gifted screenings for identified students
• Responsible for timely and accurate compliance of district, state and/or federal required documentation for
ESE students (accommodations, modifications, IEP plans, testing schedule, etc)
• Responsible to schedule and monitor all ESE, MTSS, and ESOL related programs and responsibilities
(including SLD, ASD, EBD, S/L, Gifted, 504s, MTSS, ESOL), participate in meetings as needed, and ensures compliance with district, state and federal mandates.
• Along with MTSS Coach, keeps track of all MTSS documentation, including data gathered by the teachers
as well as data generated from intervention work with the child
• Responsible to serve as school point of contact with ESE and ESOL district personnel and as liaison between school administrators and district personnel
• Coordinates all attendance and student intervention meetings with registrar and school social worker
• Assists CRT with standardized testing to ensure proper modifications and accommodations for ESE and
ESOL students
• Collaborates with teachers when scheduling and providing appropriate interventions for students in the
ESE program, in compliance with IEPs
• Responsible for all compliance and district required documentation for ESOL students (monitoring forms,
accommodations, modifications, LEP plans, testing schedule, etc)
• Assist with registration and ESOL identification of new students/ w registrar
• Coordinates all ESOL staffings with registrar
• ACCESS testing Coordinator
• Leads and serves as the liaison for the PLC (Parent Leadership Council) and school administration
• Conducts observations as assigned by the principal
• Assists with student supervision during specified duty times
• Completes a monthly submission for the school wide newsletter
• Alternative Assessment Coordinator (if necessary)
• Completes other duties as assigned by the principal

Guidance Counselor Resource Team Member

• Responsible for student supervision, discipline referrals, outcomes and reporting
• Attends weekly Admin Team Meetings, reporting on student behavior, progress, character education updates and social services initiatives
• Teach daily intervention group(s) of students, tracking data and collaborating with classroom teachers to
address student needs
• Communicates with teachers and parents regarding student behavior concerns and consequences
• Completes all entries on SMS for student referrals, and communicates suspension dates and details with
registrar
• Plans, coordinates & schedules resources for TLC mentoring program (The Learning Connection)
- Primary responder for student behavior needs
• Discipline school lead teacher, providing support, professional development and monitoring
• Collaborates with registrar to identify FRL and at risk students

• Institutes progressive discipline following school and district procedures
- Warnings
- Walk n' Talks
- In-House forms
- Student Code of Conduct policies
• Organize and implement Bully Prevention and Character Education Programs for school
• Collaborates with teachers and Staffing Coordinator when designing plans for students with general
behavior problems (MTSS Process) including development of Develop BASP and BIPS for students as
needed (includes ESE teacher)
• School-based coordinator for the Social Security/Disability forms, Homeless and Foster Care (share
information with appropriate school staff, have primary responsibility for coordinating/monitoring the
support and educational interventions for the homeless/foster care student(s); will also communicate with
caseworkers and/or foster parents/residential facility directors.)
• Coordinates collection and distribution of items to families in need
- Coordinate Back pack program
- Homeless liaison
- Helping Hands/PTO liaison
• Assists with direct student supervision during specified duty times
• Completes a monthly submission for the school-wide newsletter
• CPI Certified
• Completes other duties as assigned by the principal

MTSS Coach Resource Team Members

• MTSS Coordinator: Facilitate the MTSS process with teachers to identify at-risk or low performing
students, monitor their progress, complete all appropriate tracking of data, communicate with all
stakeholders to address student needs
- Provides Professional Development for teachers on the MTSS process as needed
• Admin team members, attending weekly Admin Team Meetings, reporting on student monitoring data
• Provides resources and support to Reading vertical PLC as needed
- Positively support and promote school initiatives with all staff members and stakeholders. Addresses
concerns proactively and in support of school goals
• Serve as Co-Literacy/Reading Coach backup (with Media Specialist, backing up CRT)
• Serve as Academic Coach (along with CRT and Math Coach)
• Conduct informal observations as scheduled by the principal
• Teach daily intervention group(s) of students, tracking data and collaborating with classroom teachers to
address student needs
• Provide Principal with analysis of available data
• Complete individual gifted screenings for identified students, reporting findings to Staffing
Coordinator
• Complete a monthly submission for the school wide newsletter
• Assist with student supervision during specified duty times
• Completes other duties as assigned by the principal

***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.

A structured process is in place to monitor student needs, align resources and maximize desired student outcomes.

Weekly: Grade level, common planning meetings (include grade level teachers, principal or assistant principal, Reading or Math Coach): Analysis of student data (formative &/or summative) among all team members, with a focus on achievement of all students and the lowest 25% of students in each class and grade level, followed by a discussion of instructional supports which will be provided.

Weekly: Instructional Support Team Meetings (include the principal, assistant principal, CRT and Reading Coach) Review students' academic progress and needs; identify teacher needs and plan for their support, as needed.

Bi-Weekly: Principal, MTSS Coach, Staffing Coordinator, SLP and School Psychologist will meet to review individual students' data, as needed. (Focus will be on current or potential ESE and/or 504 students.)

Monthly: MTSS Coach will meet with individual teachers to review individual students' progress and data and determine next steps.

Quarterly: Principal, CRT & MTSS Coach will meet with individual teachers to review to discuss progress, data and needs of whole class, lowest 25% and individual students. Information reviewed will include academic scores, behavioral concerns, social/emotional needs and information on parental support. This information will be analyzed determine what barriers may be significantly impacting a student's progress.

Teachers will differentiate during Tier I, determine students in Tier II and develop a plan of action for students which addresses identified barriers impeding their success. Plans developed may include additional support through intervention groups, after school tutoring, assistance with increasing parental support, psychological referrals, social worker referrals, behavior plans, mentoring program and/or additional strategies designed to meet individual student needs.

In addition to Intervention groups during the school day, students identified in the lowest 25% (based on FSA or I Ready scores) will be offered:

(K-5) Saturday Science-Literacy "Camp", funded by OCPS.

(3-5) Free Tutoring, twice per week, either reading or math, funded through SRI funds

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Michelle Couret	Principal
Denise Bianchi	Parent
Chuck Holliday	Business/Community
Melissa Amoux-Riley	Parent
Carmen Outar	Parent
Nancy Golden	Teacher
Nikolas Stephens	Parent
Chedeline DeJesus	Parent
Lacey Noel	Parent
Janira Teal	Parent
Laura McGinty	Teacher
Magen Grimm	Teacher
Tara Boddie	Education Support Employee

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

During SAC meetings, parts of the SIP are reviewed and input was solicited from SAC members. Progress monitoring data and/or classroom strategies implemented are reviewed during monthly SAC meetings to determine school wide progress towards SIP goals.

b. Development of this school improvement plan

During the last SAC meeting of the previous school year, the SAC committee reviewed the stakeholder survey results. These results were also analyzed to determine three areas of strength and three areas of opportunity. The SAC also collaborates to develop a list of possible activities to address the areas of opportunity. These contributions are considered when developing the current school year's SIP. During the August/September and October meetings, current data, previously made recommendations, and the SIP draft are reviewed and updated using SAC members' input.

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

School budget is shared with SAC, and all thoughts or questions are addressed fully.
Based on school survey results and changes in scheduling requirements, the SAC discusses school-specific needs (personnel or resources) and their possible impact on school budget. Two such examples include: replacing a dean position with a guidance counselor position, and technological needs

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

Technology (Smart board installation, teacher presentation station computers) were partially funded using all SAC dollars.

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
Couret, Michelle	Principal
Garbiras, Nicole	Instructional Coach
Williams, Kenya	Assistant Principal
Hofer, Alana	Instructional Media

b. Duties

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

Reading is a common focus for all Westbrooke stakeholders with many efforts made to make reading fun and engaging for all Wildcat students:

Accelerated Reader: Along with parent volunteers, the Literacy Leadership Team will continue to support and monitor this school wide program that recognizes and rewards students for their outstanding accomplishments in reading.

Read-A-Thon and Battle of the Books: Students will participate in these reading challenges that reward individual classrooms and/or students for the most books read within a specific timeframe. This program motivates students by promoting individual and classroom goal setting and achievement while also providing friendly competition between classes.

Sunshine State Readers: Students in grades 3-5 will be encouraged to read books that have been selected as Sunshine State Readers. Yearly incentives will be incorporated throughout the school year including recognition on our morning announcements closed circuit TV show.

District PLC members will attend district trainings, and return to provide our teachers professional development sessions related to strategic, high priority reading strategies.

Literacy is promoted at the classroom level by ensuring each room is print-rich. Pre-selected books are available both in the classroom and in the hallways as students wait to enter the room before school each morning. In addition, the school's media center is bustling, as students frequently check out books.

Classroom teachers also pair up with each other, so that their students are "Reading Buddies". These multi-age pairings offer authentic and motivating opportunities for literacy development by all students.

A school-wide Scholastic Book Fair is available for over a week, both in the Fall and Spring, All students are invited to participate, and scheduling always coincides with an evening event when families are invited on campus. In addition, grade level classes are scheduled to visit the book fair each time to ensure equal access for all students.

D. Public and Collaborative Teaching

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

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

Grade Level common Planning Meetings:
Grade level common planning meetings will occur twice per week and will include grade level teachers, the principal or assistant principal, and the Reading or Math Coach. During these meetings, grade level teams analyze student data (formative &/or summative), with a focus on achievement of all students and the lowest 25% of students in each class and grade level, followed by a discussion of instructional supports which will be provided. Meetings also include time to plan for whole group and small group instruction in reading (Tuesdays) or Math/Science (Thursdays).
In order to maximize efficiency during these meetings, a specific agenda template is used which includes directions to team members regarding what they need to do or prepare before coming to the meetings. These agendas are shared with team members the week before the meeting to offer team members the time needed to prepare. Roles and responsibilities are assigned and scheduled on a rotating basis, to enhance all teacher's expertise on the team without overburdening any particular member.

These agendas include a selection from the following objectives, depending on the team's needs to plan:
1. Discussion of current formative, student data (whole class, lowest 25%,
2. Review of current and upcoming standards (limits, vocabulary, what students need to know and do)
3. Decide on Scales to use with students
4. Vet formative and summative assessments
5. Plan for small group, differentiated instruction (Intervention and Enrichment)
6. Next Steps

In addition, members of the Instructional Support Team (include the principal, assistant principal, CRT and Reading Coach) meet weekly to review students' academic progress and needs, identify teacher needs and plan for their support, as needed.

Vertical PLC Teams: All teachers are assigned as members of a vertical PLC subject area team (Reading, Writing, Math, Science, Gifted) within Westbrooke These teams include teachers from every grade level. They meet monthly to align curriculum, increase their expertise in the subject area and share their new knowledge with their grade level team members.

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

Westbrooke administrators follow OCPS district policies, processes and procedures to hire, place and retain qualified professional and support staff each year. When a position needs to be filled, it is posted on the district website for qualified applicants to apply. District personnel and school administrators review applicants to determine eligibility. References are called regarding applicants whose qualifications match the needs of the position before applicants are called in for an interview. In addition, qualified teacher applicants sometimes directly communicate with school administrators to inquire about possible positions.

Highly qualified teachers will be retained through numerous supports including the establishment of professional learning communities, offering differentiated professional development opportunities through Deliberate Practice, encouraging peer mentoring and providing leadership opportunities.

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

School personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. Westbrooke utilizes the districts "Great Beginnings" program to provide new teachers with professional development to increase their skill base and build competencies. New teachers are also paired with a veteran teacher to serve as a resource for support and guidance. New teachers are also part of our "New Wildcats" group, which meets once a month to answer questions and help teachers learn more about our school culture, policies and procedures. As an additional resource, the school has reached out and created opportunities for some of our veteran teachers to work with college interns from local colleges.

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.

Beginning of the year assessments (i-Ready, CORE or PAST) are used to identify students in need of interventions or enrichment at the beginning of the school year. i- Ready Diagnostics and Growth Monitoring assessments, district benchmark exams (5th grade science only), along with teacher created, formative and summative assessments are used throughout the year to monitor student progress.

Interventions are provided for identified students during: 1) small group instruction in the regular reading or math block 2) through intervention groups during a designated intervention/enrichment block, at least 4 times per week.

In both scenarios, groups are fluid, and students can be moved to different groups based on the formative data. Teachers use data to drive their 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: 3,000

After school tutoring in reading or math for small groups of students from grades 3-5.

Strategy Rationale

Additional exposures to content and academic experiences will help struggling learners to attain basic skills at increased levels of rigor.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Williams, Kenya, kenya.williams@ocps.net

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

Pre and post evaluation measures will be used to rate the effectiveness of this strategy (i- Ready reading or math scores)

Strategy: Weekend Program

Minutes added to school year: 2,520

Saturday Science-Literacy Camp will be offered to students, K-5 in the lowest 25% (based on i-Ready or FSA data). Opportunities for extended science learning, integrated with reading and writing experiences, will be offered for students 10 Saturday mornings between October and March. Transportation, a snack and a meal are included each session for participants. This is being funded by OCPS.

Strategy Rationale

FSA data indicates the need for enhanced ELA instruction for our lowest 25% and science instruction for all students. A focus on science and literacy will engage students in their development of skills in both academic areas.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Golden, Nancy, nancy.golden@ocps.net

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

i- Ready Diagnostic and Growth monitoring data will be collected and analyzed to determine student progress in Reading.
A pre and post test will be used to monitor student achievement in science.

Strategy: After School Program

Minutes added to school year: 10,800

Several after school enrichment programs are offered including Spanish, art, dance, gymnastics, running club, golf and kids engineering with "legos."

Strategy Rationale

The data indicates the need for enrichment opportunities for students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

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

The effectiveness of the after school enrichment programs will be measured through parent survey and other forms of formative assessments.

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.

The instructional coach and kindergarten team have developed and initiated a plan to assess the academic readiness skills of all incoming preschoolers. In addition, the staffing specialist has been trained to meet the needs of incoming preschoolers already identified through Preschool Diagnostic Intervention Services.
Students in 5th grade are visited by middle school personnel to present information, review schedule options and answer questions. Most students will also visit their zoned middle school for a tour. In addition, parents and students are invited to an "incoming 6th grade" event.

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.

Westbrooke implements several strategies to advance college and career awareness. All faculty members display their college or university Alma mater on their door. Students and staff are encouraged to wear college colors on the last Friday of the month. Over 30 university flags are displayed throughout the cafeteria.
In November, we invite community members to share about their jobs or careers during our annual Teach In Day.

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

Westbrooke incorporates non-fictional text to teach students about world history and the community to prepare them for the career and technical fields. Students participate in classroom, STEM activities

at least quarterly. A Family STEM/Gross Out night will also engage students and their families with various activities.

Weekly STEM clubs are being offered before school by grade level cohorts (K-2 & 3-5).

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

Westbrooke Elementary School participates in the OCPS Teach-In Program. Westbrooke incorporates STEM activities within the classroom lessons and during the enrichment block. In addition, weekly STEM clubs are being offered before school by grade level cohorts (K-2 & 3-5).

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"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   Achievement gaps will decrease through effective implementation of differentiated instruction and the MTSS process (Division Priority: Narrow Achievement Gap)

G2.   Teachers will effectively use the collaborative planning process to align standards, design rigorous lessons and review common assessment results in order to increase student achievement. (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. Achievement gaps will decrease through effective implementation of differentiated instruction and the MTSS process (Division Priority: Narrow Achievement Gap) `1a`

🔍 G098277

Targets Supported `1b`

Indicator	Annual Target
ELA/Reading Gains	75.0
ELA/Reading Lowest 25% Gains	70.0
Math Gains	75.0
Math Lowest 25% Gains	70.0
Statewide Science Assessment Achievement	70.0

Targeted Barriers to Achieving the Goal `3`

- Teachers need to continue to increase their expertise regarding their role in the MTSS process.

Resources Available to Help Reduce or Eliminate the Barriers `2`

- MTSS school coach will participate in monthly MTSS meetings with individual teachers to include the review of data, the use of effective strategies, and the documentation for MTSS Tier II and Tier III meetings.

- MTSS school coach will monitor Tier II and Tier III student interventions and progress.

- Leadership team members will engage in grade level, common planning meetings to ensure student data and differentiated instruction are addressed.

- Vertical PLC teams will meet at least bi-monthly to review content which can be differentiated among grade levels

- IMS Resources will be used to support differentiated instruction and student learning.

Plan to Monitor Progress Toward G1. `8`

Student performance data will be analyzed to determine student achievement gains towards increasing their performance on the FSA ELA and Math tests.

Person Responsible

Michelle Couret

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Student performance data analyzed with individual teachers will include i-Ready diagnostic and growth monitoring assessment scores. These will be reviewed to monitor the effects of differentiated instruction on student achievement. Evidence will also include increased student proficiency scores on the FSA ELA and Math tests.

Plan to Monitor Progress Toward G1. `8`

MTSS meetings to monitor data and determine student achievement gains towards increasing their performance on the FSA ELA and Math tests.

Person Responsible

Nicole Garbiras

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Student performance data analyzed will include individual student MTSS data. These will be reviewed with each teacher, individually, to monitor the effects of the MTSS implementation on student achievement. Evidence will also include increased student proficiency scores on the FSA ELA and Math tests.

G2. Teachers will effectively use the collaborative planning process to align standards, design rigorous lessons and review common assessment results in order to increase student achievement. (Division Priority: Accelerate Student Performance) 1a

🔑 G098278

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	75.0
Math Gains	75.0
ELA/Reading Lowest 25% Gains	70.0
Math Lowest 25% Gains	70.0
Statewide Science Assessment Level 3	70.0

Targeted Barriers to Achieving the Goal 3

- Classroom teachers need to increase their practice and expertise when using student data to develop common, standards-based unit plans, lessons and assessments.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Additional planning days provided for teacher common planning collaboration (Summer planning and during the school year- total 3-5 days).

- The master schedule includes time for teacher teams to collaborate.

- Instructional coaches will provide targeted support during common planning times when developing rigorous lessons and assessments with grade level teams.

- IMS Resources include curriculum resource materials

- Digital resources (I Ready, IMS, tablets or laptops)

- Curriculum resources (Journeys, Go Math, Social Studies Weekly, Science Fusion)

- District Professional Learning Community (Focus onELA)

Plan to Monitor Progress Toward G2. 8

Increased student achievement as a result of increased inclusion of differentiated instruction in lessons

Person Responsible
Kenya Williams

Schedule
Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion
Student achievement data on I Ready Diagnostic and Growth Monitoring assessments will be used to determine progress towards annual target goals.

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. Achievement gaps will decrease through effective implementation of differentiated instruction and the MTSS process (Division Priority: Narrow Achievement Gap) [1]

🔑 G098277

G1.B2 Teachers need to continue to increase their expertise regarding their role in the MTSS process. [2]

🔑 B264384

G1.B2.S2 Provide teachers consistent support as they work with students through the MTSS process via frequent monitoring and guidance by the Instructional coach. [4]

🔑 S280054

Strategy Rationale

Consistent side by side support from the MTSS coach will increase teacher expertise regarding the effective implementation of the MTSS process.

Action Step 1 [5]

Instructional coaches will provide teachers support as they increase their expertise when using data to plan for differentiated instruction.

Person Responsible

Nicole Garbiras

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Grade Level common planning meeting notes

Action Step 2 [5]

Leadership team members will engage in grade level, common planning meetings to ensure student data and differentiated instruction are addressed.

Person Responsible

Nicole Garbiras

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Lesson plan checks, Grade Level common planning meeting notes

Action Step 3 [5]

The leadership team will conduct observations during the intervention block to ensure differentiation and monitoring of student's progress.

Person Responsible

Michelle Couret

Schedule

Every 6 Weeks, from 8/14/2017 to 5/31/2018

Evidence of Completion

i-Observation data and feedback during the intervention block

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

Administrators will participate in weekly, common planning grade level meetings.
Administrators will meet weekly to review Instructional Coaches' progress when supporting grade level teachers and review student data to monitor student progress. (Instructional Support Team meetings)
Professional Development will be offered by the Instructional Coaches to all teachers to build understanding and expertise regarding differentiation and MTSS.

Person Responsible

Michelle Couret

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

MTSS documentation including meeting notes, student performance data Teachers will complete exit tickets after professional development or collaboration meetings to assess their understanding of their role with students in the MTSS process. Student data will include a variety of data including common, teacher-created assessments and I Ready scores.

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

MTSS school coach will participate in monthly MTSS meetings with individual teachers to include the review of data, the use of effective strategies, and the documentation for MTSS Tier II meetings.

Person Responsible

Nicole Garbiras

Schedule

Monthly, from 8/14/2017 to 5/31/2018

Evidence of Completion

MTSS meeting notes, student performance data

G2. Teachers will effectively use the collaborative planning process to align standards, design rigorous lessons and review common assessment results in order to increase student achievement. (Division Priority: Accelerate Student Performance) 1

🔑 G098278

G2.B2 Classroom teachers need to increase their practice and expertise when using student data to develop common, standards-based unit plans, lessons and assessments. 2

🔑 B264386

G2.B2.S2 Schedule grade level, common planning times weekly, to include instructional coaches and administrators 4

🔑 S280058

Strategy Rationale

Protected common planning time will allow coaches and teachers to collaborate on a regular basis discussing assessment results, standards alignment, standards expectations, effective strategies and differentiation.

Action Step 1 5

School team will participate in the District PLC focused on effective reading instruction, then provide grade level PD for classroom teachers based on the DPLC learning.

Person Responsible

Michelle Couret

Schedule

Monthly, from 8/7/2017 to 5/31/2018

Evidence of Completion

Attendance and participation in DPLC meetings

Action Step 2 5

Use structured agendas to guide discussions during grade level common planning sessions, to include teachers, instructional coaches and administrators

Person Responsible

Nicole Garbiras

Schedule

Weekly, from 8/7/2017 to 5/31/2018

Evidence of Completion

meeting agendas and notes from team common planning meetings

Action Step 3 `5`

Teachers will participate in professional development on how to use digital resources and student data reports to identify resources which can be used to design standards based lessons appropriate for targeted student needs.

Person Responsible

Nancy Golden

Schedule

Quarterly, from 8/7/2017 to 5/31/2018

Evidence of Completion

Sign in sheets and participation in Smart Board, I Ready, IMS PD sessions

Plan to Monitor Fidelity of Implementation of G2.B2.S2 `6`

Teachers' attendance in grade level common planning meetings

Person Responsible

Nicole Garbiras

Schedule

Weekly, from 8/7/2017 to 5/31/2018

Evidence of Completion

Meeting notes, meeting participation

Plan to Monitor Fidelity of Implementation of G2.B2.S2 `6`

Teachers' discussions of data and standards during planning meetings

Person Responsible

Nicole Garbiras

Schedule

Weekly, from 8/7/2017 to 5/31/2018

Evidence of Completion

Meeting notes and actual discussions

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 `7`

Leadership team members will engage in grade level, common planning meetings to ensure student data and differentiated instruction are addressed.

Person Responsible

Michelle Couret

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Meeting notes, Lesson Plans

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 🔑 M408655	Student performance data will be analyzed to determine student achievement gains towards increasing...	Couret, Michelle	8/14/2017	Student performance data analyzed with individual teachers will include i-Ready diagnostic and growth monitoring assessment scores. These will be reviewed to monitor the effects of differentiated instruction on student achievement. Evidence will also include increased student proficiency scores on the FSA ELA and Math tests.	5/31/2018 monthly
G1.MA2 🔑 M408656	MTSS meetings to monitor data and determine student achievement gains towards increasing their...	Garbiras, Nicole	8/14/2017	Student performance data analyzed will include individual student MTSS data. These will be reviewed with each teacher, individually, to monitor the effects of the MTSS implementation on student achievement. Evidence will also include increased student proficiency scores on the FSA ELA and Math tests.	5/31/2018 monthly
G2.MA1 🔑 M408664	Increased student achievement as a result of increased inclusion of differentiated instruction in...	Williams, Kenya	8/14/2017	Student achievement data on I Ready Diagnostic and Growth Monitoring assessments will be used to determine progress towards annual target goals.	5/31/2018 weekly
G1.B2.S2.MA1 🔑 M408653	MTSS school coach will participate in monthly MTSS meetings with individual teachers to include the...	Garbiras, Nicole	8/14/2017	MTSS meeting notes, student performance data	5/31/2018 monthly
G1.B2.S2.MA1 🔑 M408654	Administrators will participate in weekly, common planning grade level meetings. Administrators...	Couret, Michelle	8/14/2017	MTSS documentation including meeting notes, student performance data Teachers will complete exit tickets after professional development or collaboration meetings to assess their understanding of their role with students in the MTSS process. Student data will include a variety of data including common, teacher-created assessments and I Ready scores.	5/31/2018 monthly
G1.B2.S2.A1 🔑 A377587	Instructional coaches will provide teachers support as they increase their expertise when using...	Garbiras, Nicole	8/14/2017	Grade Level common planning meeting notes	5/31/2018 quarterly
G1.B2.S2.A2 🔑 A377588	Leadership team members will engage in grade level, common planning meetings to ensure student data...	Garbiras, Nicole	8/14/2017	Lesson plan checks, Grade Level common planning meeting notes	5/31/2018 weekly
G1.B2.S2.A3 🔑 A377589	The leadership team will conduct observations during the intervention block to ensure...	Couret, Michelle	8/14/2017	i-Observation data and feedback during the intervention block	5/31/2018 every-6-weeks
G2.B2.S2.MA1 🔑 M408661	Leadership team members will engage in grade level, common planning meetings to ensure student data...	Couret, Michelle	8/14/2017	Meeting notes, Lesson Plans	5/31/2018 weekly
G2.B2.S2.MA1 🔑 M408662	Teachers' attendance in grade level common planning meetings	Garbiras, Nicole	8/7/2017	Meeting notes, meeting participation	5/31/2018 weekly
G2.B2.S2.MA2 🔑 M408663	Teachers' discussions of data and standards during planning meetings	Garbiras, Nicole	8/7/2017	Meeting notes and actual discussions	5/31/2018 weekly
G2.B2.S2.A1 🔑 A377596	School team will participate in the District PLC focused on effective reading instruction, then...	Couret, Michelle	8/7/2017	Attendance and participation in DPLC meetings	5/31/2018 monthly
G2.B2.S2.A2 🔑 A377597	Use structured agendas to guide discussions during grade level common planning sessions, to include...	Garbiras, Nicole	8/7/2017	meeting agendas and notes from team common planning meetings	5/31/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S2.A3 🔍 A377598	Teachers will participate in professional development on how to use digital resources and student...	Golden, Nancy	8/7/2017	Sign in sheets and participation in Smart Board, I Ready, IMS PD sessions	5/31/2018 quarterly

V. Professional Development Opportunities

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

G1. Achievement gaps will decrease through effective implementation of differentiated instruction and the MTSS process (Division Priority: Narrow Achievement Gap)

G1.B2 Teachers need to continue to increase their expertise regarding their role in the MTSS process.

G1.B2.S2 Provide teachers consistent support as they work with students through the MTSS process via frequent monitoring and guidance by the Instructional coach.

PD Opportunity 1

Instructional coaches will provide teachers support as they increase their expertise when using data to plan for differentiated instruction.

Facilitator

Nancy Golden, Nicole Garbiras

Participants

All classroom teachers

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

PD Opportunity 2

Leadership team members will engage in grade level, common planning meetings to ensure student data and differentiated instruction are addressed.

Facilitator

Nancy Golden, Nicole Garbiras

Participants

All classroom teachers

Schedule

Weekly, from 8/14/2017 to 5/31/2018

G2. Teachers will effectively use the collaborative planning process to align standards, design rigorous lessons and review common assessment results in order to increase student achievement. (Division Priority: Accelerate Student Performance)

G2.B2 Classroom teachers need to increase their practice and expertise when using student data to develop common, standards-based unit plans, lessons and assessments.

G2.B2.S2 Schedule grade level, common planning times weekly, to include instructional coaches and administrators

PD Opportunity 1

School team will participate in the District PLC focused on effective reading instruction, then provide grade level PD for classroom teachers based on the DPLC learning.

Facilitator

OCPS DPLC team

Participants

Selected grade level teachers, ESE teacher, Reading Coach and Principal

Schedule

Monthly, from 8/7/2017 to 5/31/2018

PD Opportunity 2

Teachers will participate in professional development on how to use digital resources and student data reports to identify resources which can be used to design standards based lessons appropriate for targeted student needs.

Facilitator

Smart Board representative, I Ready Representative, instructional coaches, principal

Participants

All classroom teachers

Schedule

Quarterly, from 8/7/2017 to 5/31/2018

VI. Technical Assistance Items

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

G2. Teachers will effectively use the collaborative planning process to align standards, design rigorous lessons and review common assessment results in order to increase student achievement. (Division Priority: Accelerate Student Performance)

G2.B2 Classroom teachers need to increase their practice and expertise when using student data to develop common, standards-based unit plans, lessons and assessments.

G2.B2.S2 Schedule grade level, common planning times weekly, to include instructional coaches and administrators

TA Opportunity 1

Use structured agendas to guide discussions during grade level common planning sessions, to include teachers, instructional coaches and administrators

Facilitator

Nicole Garbiras

Participants

All classroom teachers

Schedule

Weekly, from 8/7/2017 to 5/31/2018

VII. Budget

1	G1.B2.S2.A1	**Instructional coaches will provide teachers support as they increase their expertise when using data to plan for differentiated instruction.**				$0.00
2	G1.B2.S2.A2	**Leadership team members will engage in grade level, common planning meetings to ensure student data and differentiated instruction are addressed.**				$15,120.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3376	120-Classroom Teachers	1562 - Westbrooke Elementary	General Fund		$15,120.00
			Notes: up to 3 grade level common planning days provided per teacher (42 teachers, 3 days per teacher=126 days x $120 -average daily substitute rate of pay)			
3	G1.B2.S2.A3	**The leadership team will conduct observations during the intervention block to ensure differentiation and monitoring of student's progress.**				$0.00
4	G2.B2.S2.A1	**School team will participate in the District PLC focused on effective reading instruction, then provide grade level PD for classroom teachers based on the DPLC learning.**				$0.00

5	G2.B2.S2.A2	Use structured agendas to guide discussions during grade level common planning sessions, to include teachers, instructional coaches and administrators				$0.00
6	G2.B2.S2.A3	Teachers will participate in professional development on how to use digital resources and student data reports to identify resources which can be used to design standards based lessons appropriate for targeted student needs.				$1,560.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	3376	140-Substitute Teachers	1562 - Westbrooke Elementary	General Fund		$1,560.00
			Notes: Teachers will participate in I Ready Training with the representative, focusing on using data to drive differentiated instruction. (10/05/2017)			
					Total:	$16,680.00