Westbrooke Elementary

leadership
analysis
Florida
college and career
students
mission
ambitious
family and community involvement
school improvement
striving
achievement
teaching
relationships
needs assessment
success
resources
areas of focus
instruction
strategic planning
collaboration
vision
supportive environment
growth
learning

2018-19 Schoolwide Improvement Plan

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Westbrooke Elementary

500 TOMYN BLVD, Ocoee, FL 34761

https://westbrookees.ocps.net/

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School KG-5	No	45%

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	2017-18	2016-17	2015-16	2014-15
Grade	A	A	A	A*

School Board Approval

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

SIP Authority

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.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement.

To be the top producer of successful students in the nation

School Leadership Team

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

Name	Title
Reyes, Vidal	Principal
Green, Leslee	Other
Williams, Kenya	Assistant Principal
Garbiras, Nicole	Instructional Coach
Golden, Nancy	Instructional Coach
Czerniejewski, John	Instructional Media

Duties

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 subgroups) 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 PLC 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
• CPI Certified

> 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.
• 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:
- posting and following up on work orders
- 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
• SharePoint site manager: Responsible for all schedules including: SA/Lunch, duty schedules, pictures, hearing, vision & A/C
• 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
• Plans, coordinates & schedules resources for TLC mentoring program (The Learning Connection)
• Develops and implements the School Improvement Plan throughout the school year. Leads scheduled SAC meetings and uploads minutes onto district site.
• 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
• Five Star School Coordinator
• CPI Certified
• Other duties as assigned by the principal.

> Instructional Coach, Curriculum Resource Teacher & Reading Coach Resource Team Member
• Administrative Designee when Principal and Assistant Principal are off campus
• Building Level Assessment Test Coordinator: FSA, MAP, 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
• 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
• 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
• Responsible for inventory and ordering of all curriculum materials
• ADDitions Coordinator: Assists with field trip and volunteer applications
• 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 & Math Coach 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
• Serves as school math coach, providing resources, support and PD 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 school's CAPE Digital Certification Contact
• Serves as a Co-Textbook Manager (with CRT)
• Serves as Co-Literacy/Reading Coach backup (with MTSS coach, backing up CRT)
• Develops and promotes school-wide reading practices, themes, literacy programs and contests for the school (AR, Reading Plus, Lexia, etc.)
• Promotes state reading contests (Sunshine State Books, FRA, 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 Reading Plus, Lexia and I-Ready (math)
• 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
• PIE Coordinator: Oversees PTO volunteers who enlist PIEs and ensures proper online registration
• 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
• Teach daily intervention group(s) of students, tracking data and collaborating with classroom teachers to
address student needs
• 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
• CELLA testing Coordinator
• Leads and serves as the liaison for the PLC (Parent Leadership Council) and school administration
• Conducts student 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
• 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
- Early Warning Signs
- 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 S.T.A.R. Back pack program (if available)
- Homeless liaison
- Helping Hands/PTO liaison
• 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
• 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

> Instructional Coach, MTSS Coach Resource Team Member
• 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
• Admin team members, attending weekly Admin Team Meetings, reporting on student monitoring data
• 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 Coaches backup (with Media Specialist, backing up CRT)
• Serve as Academic Coaches (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

Early Warning Systems

Year 2017-18

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	8	7	10	13	13	0	0	0	0	0	0	0	62
One or more suspensions	4	0	1	0	2	0	0	0	0	0	0	0	0	7
Course failure in ELA or Math	7	3	1	7	16	6	0	0	0	0	0	0	0	40
Level 1 on statewide assessment	0	0	0	14	26	17	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	1	1	0	6	15	9	0	0	0	0	0	0	0	32

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	2	0	1	0	0	0	0	0	0	0	0	0	3
Retained Students: Previous Year(s)	1	3	0	1	0	0	0	0	0	0	0	0	0	5

Date this data was collected

Tuesday 7/24/2018

Year 2016-17 - As Reported

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

Year 2016-17 - Updated

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

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

ELA Lowest 25th Percentile is the lowest data component. Yes, this is a trend from the 2017-2018 school year.

Which data component showed the greatest decline from prior year?

The data component that showed the greatest decline was Math Lowest 25th Percentile.

Which data component had the biggest gap when compared to the state average?

ELA Lowest 25th Percentile had the biggest gap when compared to the state average.

Which data component showed the most improvement? Is this a trend?

Science showed the most improvement. This is not a trend.

Describe the actions or changes that led to the improvement in this area.

Vertical team planning, common planning, quarterly progress monitoring of PMA data, use of hands on learning, and using Science Shuffle as a review of Science Standards.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	76%	56%	56%	72%	53%	52%
ELA Learning Gains	58%	55%	55%	66%	52%	52%
ELA Lowest 25th Percentile	41%	48%	48%	56%	42%	46%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Math Achievement	78%	63%	62%	77%	56%	58%
Math Learning Gains	65%	57%	59%	63%	54%	58%
Math Lowest 25th Percentile	44%	46%	47%	41%	41%	46%
Science Achievement	74%	55%	55%	68%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	11 (11)	8 (6)	7 (8)	10 (4)	13 (6)	13 (13)	62 (48)
One or more suspensions	4 (2)	0 (2)	1 (5)	0 (0)	2 (2)	0 (3)	7 (14)
Course failure in ELA or Math	7 (25)	3 (2)	1 (0)	7 (9)	16 (7)	6 (8)	40 (51)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	14 (10)	26 (20)	17 (27)	57 (57)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	80%	55%	25%	57%	23%
	2017	81%	57%	24%	58%	23%
Same Grade Comparison	-1%					
Cohort Comparison						
04	2018	65%	54%	11%	56%	9%
	2017	67%	57%	10%	56%	11%
Same Grade Comparison	-2%					
Cohort Comparison	-16%					
05	2018	70%	55%	15%	55%	15%
	2017	61%	51%	10%	53%	8%
Same Grade Comparison	9%					
Cohort Comparison	3%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	77%	61%	16%	62%	15%
	2017	76%	63%	13%	62%	14%
Same Grade Comparison	1%					
Cohort Comparison						
04	2018	71%	62%	9%	62%	9%
	2017	81%	64%	17%	64%	17%
Same Grade Comparison	-10%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-5%				
05	2018	74%	59%	15%	61%	13%
	2017	70%	56%	14%	57%	13%
Same Grade Comparison		4%				
Cohort Comparison		-7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	68%	53%	15%	55%	13%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	33	33	20	43	64	50					
ELL	46	35	38	50	50	58					
ASN	86	62		86	69						
BLK	66	54	35	65	59	33	69				
HSP	71	56	40	73	65	55	59				
WHT	82	61	44	86	68	36	93				
FRL	67	51	43	69	63	40	59				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	37	38	33	37	62	67					
ELL	20	41	50	55	71	90					
ASN	78	50		89	90						
BLK	63	54	27	67	78	70	35				
HSP	62	51	38	72	66	67	50				
WHT	83	62	44	88	77	83	64				
FRL	60	48	34	71	75	70	42				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Our school will have a systematic process for collecting, analyzing, and using data to decrease the achievement gaps for our lowest 25 percentile groups.
Rationale	There was a decrease in our ELA in both third and fourth grade. We also had a decrease in Math scores for fourth grade. By utilizing a systematic process for collecting, analyzing, and using data to decrease the achievement gaps for our lowest 25 percentile groups, teachers will plan differentiated lessons for small group instruction more effectively.
Intended Outcome	By utilizing a systematic process for collecting, analyzing, and using data the intended outcome is for learning gains to increase within our lowest 25 percentile groups for the 2018-2019 school year. [Division Priority - Accelerate Student Performance]
Point Person	Vidal Reyes (vidal.reyes@ocps.net)

Action Step

Description	1. Provide an overview of our data collection, analyzing, and implementation. 2. Provide an overview of the common planning process including small group and differentiated instruction. 3. Leadership team members will provide differentiated support based on data and needs. 4. Coaches will provide updates on common planning progress at leadership team meetings. 5. Assistant principal is the designee to oversee and monitor MAO Initiatives. 6. Teachers will select culturally diverse texts and use higher order questioning when planning standards based lessons for small group instruction. 7. Hire hourly tutor to support small group instruction in ELA and Math with a focus on our lowest 25 percentile.
Person Responsible	Vidal Reyes (vidal.reyes@ocps.net)

Plan to Monitor Effectiveness

Description	1. Classroom Walk-throughs will be conducted to provide feedback. 2. Analyze formative assessment data. 3. Analyze development of small groups. 4. Review lessons for small group differentiated instruction.
Person Responsible	Nancy Golden (nancy.golden@ocps.net)

Activity #2	
Title	The MTSS process will be monitored and supported in order to increase student achievement.
Rationale	We will target all learners in order to meet their specific academic and behavioral needs by utilizing the MTSS process. Student achievement gaps will be targeted to ensure that they are receiving rigorous instruction. All teachers need to have a better understanding of utilizing the MTSS process in order to successfully meet the needs of their students.
Intended Outcome	It is important that there is a clear understanding of expectations and implementation of the MTSS process. By targeting the specific academic and behavioral needs of our students there will be an increase in student achievement. In order for student success, instruction needs to be differentiated to target students needs. [Division Priority - Narrow Achievement Gaps]
Point Person	Kenya Williams (kenya.williams@ocps.net)
Action Step	
Description	1. Plan and develop MTSS professional development. 2. Provide an MTSS overview and expectations for the year. 3. Provide MTSS professional development. 4. MTSS coach will conduct MTSS meetings with individual teachers to review data collection, use of effective strategies, and documentation for MTSS Tier II and Tier III meetings. 5. MTSS coach and Staffing Specialist will monitor Tier II and Tier III intervention process. 6. Provide an overview of BPIE, identify needs, and focus on the lowest two indicators. 7. Conduct data meetings to review MTSS graphs and data collection.
Person Responsible	Nicole Garbiras (5501@ocps.net)
Plan to Monitor Effectiveness	
Description	1. Conduct MTSS meetings. 2. Data chats with teachers and review of data collected. 3. Review of lesson plans. 4. Classroom walkthroughs looking for differentiated instruction based on tiers of students within MTSS process. 5. Analyze the students progress monitoring data.
Person Responsible	Kenya Williams (kenya.williams@ocps.net)

Part V: Budget

Total:	**$14,400.00**