

2013-2014 SCHOOL IMPROVEMENT PLAN

Westbrooke Elementary
500 TOMYN BLVD
Ocoee, FL 34761
407-656-6228

School Demographics

School Type Elementary School	Title I No	Free and Reduced Lunch Rate 39%
Alternative/ESE Center No	Charter School No	Minority Rate 53%

School Grades History

2013-14 A	2012-13 B	2011-12 A	2010-11 A
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SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Westbrooke Elementary

Principal

Michelle Couret

School Advisory Council chair

Dana Wells

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Carl Sousa	assistant principal
Michele Williams	curriculum resource teacher
Kim Owens	staffing specialist
Kari Freeman	intervention specialist

District-Level Information

District

Orange

Superintendent

Dr. Barbara M Jenkins

Date of school board approval of SIP

1/28/2014

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Through the appropriate process and bylaws a SAC committee has been established for this school year. The SAC officers include a chairperson, co-chairperson and secretary. The majority of the committee is represented by parents.

Involvement of the SAC in the development of the SIP

During each SAC meeting the SIP was reviewed and input was solicited through the school year (2012-2013). In addition during the last SAC meeting (May 7th, 2013) of the previous school year, the SAC committee was given an opportunity to discuss suggestions and recommendations for this year's plan. In addition, a draft of the 2013-2014 SIP will be presented during the first meeting of this school year on September 10th.

Activities of the SAC for the upcoming school year

During each meeting, the SAC will review the SIP draft plan, monitor the new plan and make adjustments to the current plan when appropriate. The SAC will also develop and implement the school climate survey, collect and analyze the data to incorporate in next years School Improvement Plan.

Projected use of school improvement funds, including the amount allocated to each project

No allocated SIP funds are available, funds used to implement strategies in current plan will be made available from other funding sources

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Michelle Couret

Principal

Years as Administrator: 6

Years at Current School: 3

Credentials

Bachelor of Arts and Masters in Elementary Education; Specialist Degree in Educational Leadership/Certifications held: Elementary Education, ESOL, Educational Leadership

Performance Record

2012-2013 Westbrooke Elementary-earned a "B" Grade; 69% of students reading at or above grade level; 55% of struggling students making a year's worth of progress in reading; 61% of students at or above grade level in math; 37% of struggling students making a year's worth of progress in math; 46% of students meeting state standards in writing; 82% of students at or above grade level in science.

2011-2012 Westbrooke Elementary-earned an "A" Grade;72% of students reading at or above grade level;71% of struggling students making a year's worth of progress in reading; 70% of students at or above grade level in math; 73% of struggling students making a year's worth of progress in math; 87% of students meeting state standards in writing; 76% of students at or above grade level in science.

2010-2011 Westbrooke Elementary- earned an "A" Grade; 90% of AYP criteria met; 88% of student reading at or above grade level; 83% of students making a year's worth of progress in reading; 75% of struggling students making a year's worth of progress in reading; 86% of students at or above grade level in math; 77% of students making a year's worth of progress in math; 69% of struggling students making a year's worth of progress in math; 93% of students are meeting state standards in writing; 87% of students at or above grade level in science.

2009-2010 Palmetto Elementary-earned a "D" Grade; 79% of AYP Standards met; 55% meeting high standards in reading; 44% meeting high standards in math; 76% meeting high standards in writing; 18% meeting high standards in science; 57% of students made learning gains in reading and 58% in math; 51% of student in the lowest 25% made learning gains in reading and 71% of students in the lowest 25% made learning gains in math.

2008-2009 Endeavor Elementary-earned an "A" Grade; 100% of AYP standards met; 89% meeting high standards in reading; 86% meeting high stands in math; 91% meeting high standards in writing; 65% meeting high standards in science; 79% of students made learning gains in reading; 67% of students made learning gains in math.

2007-2008 Endeavor Elementary-earned an "A" Grade; 97% of AYP standards met; 80% meeting high standards in reading; 82% meeting high standards in math; 69% meeting high standards in writing; 63% meeting high standards in science; 65% of students made learning gains in reading; 67% of students made learning gains in math.

2006-2007 Endeavor Elementary-earned an "A" Grade; 100% of AYP standards met; 84% meeting high standards in reading; 84%

meeting high standards in math, 73% meeting high standards in writing, 63% meeting high standards in science; 78% of students made learning gains in reading; 59% made learning gains in math.

Carl Sousa		
Asst Principal	Years as Administrator: 2	Years at Current School: 2
Credentials	Bachelor of Science and Masters in Communicative Disorders; Specialist degree in Educational Leadership/Certifications held; Speech-Language Impaired K-12 and Educational Leadership	
Performance Record	<p>2012-2013 Westbrooke Elementary-earned a "B" Grade; 69% of students reading at or above grade level; 55% of struggling students making a year's worth of progress in reading; 61% of students at or above grade level in math; 37% of struggling students making a year's worth of progress in math; 46% of students meeting state standards in writing; 82% of students at or above grade level in science.</p> <p>2011-2012 Westbrooke Elementary-earned an "A" Grade;72% of students reading at or above grade level;71% of struggling students making a year's worth of progress in reading; 70% of students at or above grade level in math; 73% of struggling students making a year's worth of progress in math; 87% of students meeting state standards in writing; 76% of students at or above grade level in science.</p>	

Instructional Coaches

# of instructional coaches	1
# receiving effective rating or higher (not entered because basis is < 10)	
Instructional Coach Information:	

Michele Williams		
Full-time / School-based	Years as Coach: 0	Years at Current School: 4
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS	
Credentials	Bachelor's in Elementary Education, Masters in Educational Leadership/Certifications held: Elementary Education, ESOL	
Performance Record	2012-2013 Westbrooke Elementary-earned a "B" Grade; 69% of students reading at or above grade level; 55% of struggling students making a year's worth of progress in reading; 61% of students at or above grade level in math; 37% of struggling students making a year's worth of progress in math; 46% of students meeting state standards in writing; 82% of students at or above grade level in science.	

Classroom Teachers

# of classroom teachers	46
# receiving effective rating or higher	45, 98%
# Highly Qualified Teachers	100%
# certified in-field	34, 74%
# ESOL endorsed	35, 76%
# reading endorsed	3, 7%
# with advanced degrees	9, 20%
# National Board Certified	1, 2%
# first-year teachers	1, 2%
# with 1-5 years of experience	7, 15%
# with 6-14 years of experience	33, 72%
# with 15 or more years of experience	5, 11%

Education Paraprofessionals**# of paraprofessionals**

3

Highly Qualified

3, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

0

receiving effective rating or higher

(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

The principal is responsible for the recruitment and retention of highly qualified, certified and effective teachers. All candidates for a teaching position will be screened to ensure that district and state standards are met prior to the interview process. Eligible candidates will be interviewed following a standardized format. When possible, a committee of teachers will be involved in the interview process. Highly qualified teachers will be retained through numerous supports including the establishment of professional learning communities, offering differentiated professional development opportunities, encouraging peer mentoring and providing leadership opportunities.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

First year teachers and teachers new to Westbrooke Elementary School will be paired with a master teacher on their same grade level. Our instructional coach will also provide support for all new teachers. New teachers will also receive additional support through grade level Professional Learning Communities.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The primary data-based problem solving process will be implemented through data meetings held once or twice a month or "child chats." During these meetings classroom teachers will share specific individual student information with the MTSS Team. Information reviewed will include academic scores, behavioral concerns, social/emotional needs and information on parental support. This information will be analyzed by the MTSS team and the classroom teacher to determine what barrier(s) may be significantly impacting a student's progress. The MTSS team will develop an individual plan of actions to assist

individual students with the barriers impeding their success. Plans may include additional support through intervention groups, after school tutoring, assistance with increasing parental support, psychological referrals, social worker referrals, behavior plans, mentoring, and additional strategies designed to meet individual student needs.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal- communicates school-wide goals in support of state and district expectations, monitors the fidelity of core instruction and intervention groups by conducting frequent observations, reviewing student progress and creating instructional structures to support teacher and student success and allocating adequate resources to ensure that all students are making learning gains

Assistant Principal- monitors the fidelity of core instruction and intervention groups by conducting frequent observations and reviewing student progress and creating instructional structures to support teacher and student success.

Instructional Coach- supports classroom teachers by providing current state and district information and appropriate resources, monitors student progress through data, assisting in developing intervention plans

Intervention Specialist- collaborates with classroom teachers to identify student needs and develop appropriate intervention plans, facilitates small group intervention sessions, monitors intervention effectiveness through data analysis

School Psychologist- collaborates with classroom teachers to identify student needs and develop appropriate intervention plans, through the Rtl process identifies students to be evaluated for further assistance through an Individual Education Plan

Staffing Specialist- collaborates with classroom teachers to identify student needs and develop appropriate intervention plans, monitors the effectiveness of intervention plans and coordinates additional resources for students requiring more intensive supports, collects all student data and organizes eligibility meetings to determine if there is a need for the need additional more intensive plans (504s, IEPs, etc)

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The MTSS team will meet twice a month with grade level teams during "child chats" (data meetings) to review progress monitoring data. After an analysis of the of each individual student's data, the MTSS team will develop and help initiate appropriate intervention and enrichment plans. In regards to the School Improvement Plan, the MTSS team monitors the effectiveness of interventions being provided to students identified as performing in the lowest 25 percent.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Baseline data; previous FCAT scores, progress monitoring, performance matters data, Florida Assessment for Instruction in Reading (FAIR), Houghton Mifflin and District Assessments
 Mid Year: District Assessments, FAIR, District Mini Assessments and Houghton Mifflin Unit tests
 End of Year: CELLA, FCAT, and FAIR

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The principal will meet monthly with the School Advisory Council to review and discuss the overall progress being made towards increasing student achievement as outline in the School Improvement Plan.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 3,000

After school tutoring in reading and math for small groups of students 3-5 grade

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this strategy?

Pre and post evaluation measures will be used to rate the effectiveness of this strategy (Bench Mark assessment and Mini bench mark assessments)

Who is responsible for monitoring implementation of this strategy?

Principal, assistant principal and instructional coach

Strategy: Before or 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 Purpose(s)

- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

The effectiveness of the after school enrichment programs will be measured through parent survey.

Who is responsible for monitoring implementation of this strategy?

assistant principal

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Michelle Couret	principal
Carl Sousa	assistant principal
Nancy Phillips	media specialist

Name	Title
Michele Williams	instructional coach
Kari Freeman	intervention specialist

How the school-based LLT functions

The school-based LLT, in collaboration with the literacy PLC, will meet on a regular basis to discuss, plan and monitor school wide literacy initiatives. In addition, the team will ensure that classroom teachers receive the professional development and resources critical in meeting the SIP literacy based goals.

Major initiatives of the LLT

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.

Battle of the Books: Students will participate in a reading challenge that rewards individual classrooms for the most books read within a specific time frame. This program motivates students by providing a little 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.

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	81%	74%	No	83%
American Indian				
Asian	94%	92%	No	95%
Black/African American	63%	49%	No	66%
Hispanic	70%	70%	Yes	73%
White	89%	85%	No	90%
English language learners	56%	42%	No	60%
Students with disabilities	44%	25%	No	50%
Economically disadvantaged	61%	58%	No	65%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	77	26%	30%
Students scoring at or above Achievement Level 4	142	48%	53%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	129	69%	72%
Students in lowest 25% making learning gains (FCAT 2.0)	25	55%	71%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	40	68%	71%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	17	29%	32%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	13	22%	25%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	50	46%	75%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		0%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	78%	66%	No	81%
American Indian				
Asian	100%	92%	No	100%
Black/African American	55%	41%	No	60%
Hispanic	68%	60%	No	72%
White	88%	78%	No	90%
English language learners	61%	46%	No	65%
Students with disabilities	65%	13%	No	69%
Economically disadvantaged	60%	44%	No	64%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	86	29%	40%
Students scoring at or above Achievement Level 4	111	37%	41%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	113	61%	80%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	19	37%	73%

Area 4: Science**Elementary School Science**

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	29	28%	31%
Students scoring at or above Achievement Level 4	56	54%	57%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	4		5
Participation in STEM-related experiences provided for students	640	100%	100%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	30	5%	3%
Students retained, pursuant to s. 1008.25, F.S.	12	2%	1%
Students who are not proficient in reading by third grade	30	29%	24%
Students who receive two or more behavior referrals	19	3%	2%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	19	3%	2%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

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 students identified in lowest 25% based on FCAT achievement. These volunteers will assist students during lessons, facilitating small

group centers or providing 1 on 1 assistance as planned by the teacher. School wide functions planned again for this year are Meet the Teacher, Open House, FCAT/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.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parental involvement by 3 percent	576	90%	93%

Goals Summary

- G1.** Westbrooke Elementary School will increase the percentage of students scoring at proficiency and making learning gains on FCAT reading and math.

- G2.** Westbrooke Elementary School will increase the percentage of students meeting standards on FCAT Writes

Goals Detail

G1. Westbrooke Elementary School will increase the percentage of students scoring at proficiency and making learning gains on FCAT reading and math.

Targets Supported

- Reading (AMO's, FCAT2.0, Learning Gains, CELLA)
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle Learning Gains)

Resources Available to Support the Goal

- Houghton Mifflin Journey's and GO Math curriculum, district scope and sequence, Journey's Leveled Readers, Literacy Centers/Cards, Florida Ready Reading and Math Books, Reading Plus, Lexia, Imagine Learning, Journeys Tier II, intervention specialist and resource teachers, Acaletics, NGSS/Common Core Alignment Calendar

Targeted Barriers to Achieving the Goal

- Limited student engagement leads to disruptive behavior which may decrease student learning
- Newly implemented Houghton Mifflin Journey's and Go Math curriculum
- Some students may require intensive intervention services

Plan to Monitor Progress Toward the Goal

Administrators and teachers will continuously monitor student performance data

Person or Persons Responsible

Principal, assistant principal, instructional coach and classroom teachers

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Student performance data

G2. Westbrooke Elementary School will increase the percentage of students meeting standards on FCAT Writes

Targets Supported

- Writing

Resources Available to Support the Goal

- Orange County Writes, Journey's Writing Component, Write From the Beginning, Core Connections and 45 day plan

Targeted Barriers to Achieving the Goal

- Differentiating and meeting individual student needs to develop the use of supporting details, build vocabulary and improve effective use of conventions

Plan to Monitor Progress Toward the Goal

Administrators and teachers will continuously monitor formative writing assessments to determine program effectiveness

Person or Persons Responsible

Teachers, principal, assistant principal, instructional coach and intervention specialist

Target Dates or Schedule:

Ongoing

Evidence of Completion:

Improved scores on student formative writing assessments

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Westbrooke Elementary School will increase the percentage of students scoring at proficiency and making learning gains on FCAT reading and math.

G1.B1 Limited student engagement leads to disruptive behavior which may decrease student learning

G1.B1.S1 Utilize parent volunteers to assist in keeping students engaged during learning activities (N)

Action Step 1

Organize and utilize parent volunteers in classrooms to help keep identified students engaged.
Provide professional development on utilizing volunteers effectively.

Person or Persons Responsible

Principal, assistant principal, instructional coach and classroom teachers

Target Dates or Schedule

Weekly, biweekly, monthly and quarterly

Evidence of Completion

Administrators will observe increased student engagement and successful performance on assessments

Facilitator:

Michele Williams

Participants:

All Teachers

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

Administrators will observe the use of parent volunteers during classroom observations. Volunteer hours will be monitored.

Person or Persons Responsible

Principal, assistant principal, instructional coach and classroom teachers

Target Dates or Schedule

Weekly, biweekly, monthly and quarterly

Evidence of Completion

Volunteer hours, administrator observation, students engaged during lessons and successful performance on assessments

Plan to Monitor Effectiveness of G1.B1.S1

Administrators will observe an increase in student engagement during classroom observations

Person or Persons Responsible

Principal, assistant principal, instructional coach and classroom teachers

Target Dates or Schedule

Weekly, biweekly, monthly and quarterly

Evidence of Completion

Decrease in discipline referrals, iObservation

G1.B2 Newly implemented Houghton Mifflin Journey's and Go Math curriculum

G1.B2.S1 Provide ongoing professional development on best practices in utilizing new materials (N)

Action Step 1

Provide differentiated professional development to teachers based on needs.

Person or Persons Responsible

Teachers, Administrators, Instructional coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign in sheets, agenda

Facilitator:

Instructional coach

Participants:

All teachers

Action Step 2

Determine need through PLC input.

Person or Persons Responsible

principal, assistant principal, instructional coach and classroom teachers

Target Dates or Schedule

ongoing

Evidence of Completion

PLC meeting notes, PD agenda, sign in sheets

Facilitator:

Instructional coach

Participants:

All Teachers

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

Administrator will review determined needs from PLC meetings, administrators will monitor professional development activities, administrators will observe the implementation of learned strategies during classroom observations

Person or Persons Responsible

Principal, assistant principal, instructional coach and classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Classroom observations, PD agenda, lesson plan reviews,

Plan to Monitor Effectiveness of G1.B2.S1

Teachers and administrators will analyze student performance on assessments

Person or Persons Responsible

Principal, assistant principal, instructional coach and classroom teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Increased student achievement

G1.B4 Some students may require intensive intervention services

G1.B4.S1 Provide intensive intervention strategies for struggling students (N)

Action Step 1

Provide small group intervention and instruction

Person or Persons Responsible

Principal, assistant principal, instructional coach and intervention specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Student progress monitoring data

Facilitator:

Instructional Coach, Administrators , Intervention Specialist

Participants:

Resource Teachers and Intervention Teacher, all teachers

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Lesson plan checks and observations

Person or Persons Responsible

Principal and assistant principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Student progress monitoring data, lesson plans,

Plan to Monitor Effectiveness of G1.B4.S1

Administrators and leadership team will progress monitor data to determine program effectiveness

Person or Persons Responsible

Principal, assistant principal, instructional coach and intervention specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Student progress monitoring data

G2. Westbrooke Elementary School will increase the percentage of students meeting standards on FCAT Writes

G2.B1 Differentiating and meeting individual student needs to develop the use of supporting details, build vocabulary and improve effective use of conventions

G2.B1.S1 Implement intervention groups focused on writing process (N)

Action Step 1

Provide intervention groups during the school day

Person or Persons Responsible

Instructional coach, intervention specialist and classroom teachers

Target Dates or Schedule

3 times per week with intervention specialist

Evidence of Completion

Increase student achievement on writing samples

Facilitator:

Instructional coach, Administrators

Participants:

All Teachers

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

Lesson plan check and observations, monitor writing achievement data

Person or Persons Responsible

Principal and assistant principal

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plans, improved writing scores on monthly prompts

Plan to Monitor Effectiveness of G2.B1.S1

Administrators and teachers will progress monitor student writing achievement

Person or Persons Responsible

Teachers, principal, assistant principal, instruction coach and intervention specialist

Target Dates or Schedule

Ongoing

Evidence of Completion

Improved scores on monthly writing prompts

G2.B1.S3 Provide ongoing writing professional development (N)

Action Step 1

Develop and provide professional development to assist teachers in differentiating instruction to meet the needs of all students in writing.

Person or Persons Responsible

Teachers, Administrators

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, sign in sheets,

Facilitator:

Instructional coach, administrators

Participants:

All Teachers

Plan to Monitor Fidelity of Implementation of G2.B1.S3

Administrator will review/monitor professional development calendar, Sign in sheets will be collected,

Person or Persons Responsible

Principal, assistant principal and instructional coach

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign in sheets, PowerPoint presentations, meeting notes,

Plan to Monitor Effectiveness of G2.B1.S3

Administrators will conduct classroom observations to determine if teachers are differentiating instruction, Teachers and administrators will review student writing performance data, lesson plans will be monitored for differentiation

Person or Persons Responsible

Principal, assistant principal and instructional coach, teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Lesson plan checks and observations, student performance data

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

Title II funds will be utilized to pay for professional development activities. Title II funds will also used to have substitute teachers relieve classroom teachers so they are able to attend professional development. SAI funds will be utilized to hire after school tutors who will provide instruction in math and reading to students identified through data analysis from October through April.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Westbrooke Elementary School will increase the percentage of students scoring at proficiency and making learning gains on FCAT reading and math.

G1.B1 Limited student engagement leads to disruptive behavior which may decrease student learning

G1.B1.S1 Utilize parent volunteers to assist in keeping students engaged during learning activities (N)

PD Opportunity 1

Organize and utilize parent volunteers in classrooms to help keep identified students engaged.
Provide professional development on utilizing volunteers effectively.

Facilitator

Michele Williams

Participants

All Teachers

Target Dates or Schedule

Weekly, biweekly, monthly and quarterly

Evidence of Completion

Administrators will observe increased student engagement and successful performance on assessments

G1.B2 Newly implemented Houghton Mifflin Journey's and Go Math curriculum

G1.B2.S1 Provide ongoing professional development on best practices in utilizing new materials (N)

PD Opportunity 1

Provide differentiated professional development to teachers based on needs.

Facilitator

Instructional coach

Participants

All teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Sign in sheets, agenda

PD Opportunity 2

Determine need through PLC input.

Facilitator

Instructional coach

Participants

All Teachers

Target Dates or Schedule

ongoing

Evidence of Completion

PLC meeting notes, PD agenda, sign in sheets

G1.B4 Some students may require intensive intervention services

G1.B4.S1 Provide intensive intervention strategies for struggling students (N)

PD Opportunity 1

Provide small group intervention and instruction

Facilitator

Instructional Coach, Administrators , Intervention Specialist

Participants

Resource Teachers and Intervention Teacher, all teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Student progress monitoring data

G2. Westbrooke Elementary School will increase the percentage of students meetings standards on FCAT Writes

G2.B1 Differentiating and meeting individual student needs to develop the use of supporting details, build vocabulary and improve effective use of conventions

G2.B1.S1 Implement intervention groups focused on writing process (N)

PD Opportunity 1

Provide intervention groups during the school day

Facilitator

Instructional coach, Adminstrators

Participants

All Teachers

Target Dates or Schedule

3 times per week with intervention specialist

Evidence of Completion

Increase student achievement on writing samples

G2.B1.S3 Provide ongoing writing professional development (N)

PD Opportunity 1

Develop and provide professional development to assist teachers in differentiating instruction to meet the needs of all students in writing.

Facilitator

Instructional coach, administrators

Participants

All Teachers

Target Dates or Schedule

Ongoing

Evidence of Completion

Agendas, sign in sheets,

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Westbrooke Elementary School will increase the percentage of students scoring at proficiency and making learning gains on FCAT reading and math.	\$9,600
G2.	Westbrooke Elementary School will increase the percentage of students meeting standards on FCAT Writes	\$2,100
Total		\$11,700

Budget Summary by Funding Source and Resource Type

Funding Source	Personnel	Professional Development	Total
SAI Funds	\$9,600	\$0	\$9,600
Title II Funds	\$0	\$2,100	\$2,100
Total	\$9,600	\$2,100	\$11,700

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Westbrooke Elementary School will increase the percentage of students scoring at proficiency and making learning gains on FCAT reading and math.

G1.B4 Some students may require intensive intervention services

G1.B4.S1 Provide intensive intervention strategies for struggling students (N)

Action Step 1

Provide small group intervention and instruction

Resource Type

Personnel

Resource

After School Tutoring in Reading and Math

Funding Source

SAI Funds

Amount Needed

\$9,600

G2. Westbrooke Elementary School will increase the percentage of students meeting standards on FCAT Writes

G2.B1 Differentiating and meeting individual student needs to develop the use of supporting details, build vocabulary and improve effective use of conventions

G2.B1.S3 Provide ongoing writing professional development (N)

Action Step 1

Develop and provide professional development to assist teachers in differentiating instruction to meet the needs of all students in writing.

Resource Type

Professional Development

Resource

Professional Writing Consultants and substitute teachers to relieve teachers to attend Professional Development

Funding Source

Title II Funds

Amount Needed

\$2,100