

Westridge Middle



2014-15 School Improvement Plan

Westridge Middle

3800 W OAK RIDGE RD, Orlando, FL 32809

[no web address on file]

School Demographics

School Type

Middle

Title I

Yes

Free/Reduced Price Lunch

100%

Alternative/ESE Center

No

Charter School

No

Minority

98%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	D	C	C

School Board Approval

This plan was approved by the Orange County School Board on 2/10/2015.

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.

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, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (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 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

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 Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Westridge Middle School will implement cultural activities throughout the school year to celebrate student diversity by hosting multicultural events and activities during Hispanic Heritage Month and Black History Month. Teachers provide multicultural awareness through content area lessons.

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

For the 2014-2015 school year, a revised school-wide behavior plan will be implemented to provide uniformity and consistency. In addition, the revised school-wide supervision plan includes the school being open to all students beginning at 8 a.m. daily, for morning arrival. This will include homework assistance, study help, and supervised student engagement. Furthermore, students will be rewarded during the school year for positive academic and behavior through our Positive Behavior Support system and the school Renaissance program. After school, tutoring and student support programs will be offered through the YMCA after-school program.

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

During the 2014-2015 school year, a revised school-wide Student Behavior Plan will be implemented. This was devised through feedback from teachers and administrators and is based on student discipline data collected from the 2013-2014 school year. This includes a consistent classroom behavior plan. The behavior plan will be introduced to teachers in two parts, during a pre-planning learning session. Surveys are scheduled for the start of the 2nd, 3rd, and 4th 9 weeks and will be offered to all teachers for feedback purposes. These survey periods will be followed up with an open forum for all teachers to attend, aimed at reviewing and revising, as needed, the school-wide Student Behavior Plan. Furthermore, to track student discipline areas such as tardiness, dress code, and arrival to school, the PLASCO tracking system will be used.

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

During the 2014-2015 school year, a weekly Teacher/Student Mentor Time will be included in the class schedule. This will provide students with a positive environment focusing on academic guidance, team-building exercises, and overall positive support.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

1. Student attendance will be monitored throughout the school year. To monitor early warning signs of attendance, student attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension. Attendance team meetings will be held during the school year to support any students falling below this percentage. This team will include, but is not limited to, the attendance clerk, guidance counselor, SAFE Coordinator, and an administrator.
2. Student behavior will be monitored throughout the school year. One or more suspensions, whether in school or out of school. This data will be compiled and reviewed on a quarterly basis by the School Behavior Team.
3. Course failure in English language arts or mathematics. Through the after-school program, a course recovery process will be implemented during the 2014-2015 school year aimed at providing students with a grade recovery process that can reduce any future summer school needs.
4. Student assessment progress will be monitored for those students scoring a Level 1 score on the statewide, standardized assessments in English language arts or mathematics

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

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	72	68	76	216
One or more suspensions	112	75	88	275
Course failure in ELA or Math	80	31	21	132
Level 1 on statewide assessment	189	236	190	615
	0	0	0	
	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	133	109	92	334

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

Once identified, students' information will be provided to the assigned Mentor teacher. In addition, these students will be offered support through guidance services, SAFE, and the after-school academic support plan, whichever is applicable.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Westridge Middle School will host 2 Advancement Via Individual Determination (AVID) parent nights per school year.

A volunteer calendar will be provided to all parents to detail volunteer opportunities and expectations. Westridge Middle School will implement activities and PLC's that will build the capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student achievement (2nd Monday of the month from 5pm-6pm).

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

Through the Partners in Education program (PIE), local partnerships will be made to support school events such as Curriculum, and Open House nights. In addition, Teach-In will be a venue for recruiting local businesses to share their occupation backgrounds with our students.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

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

Name	Title
Camacho, Christopher	Principal
Paternoster, Kimberly	Instructional Coach
McGraw, Sandra	Assistant Principal
McMiller, Crystal	Instructional Coach
Urdaneta, Fresia	Assistant Principal
Mezger, Michael	Instructional Coach

Duties

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

Dr. Camacho will monitor the Multi-Tiered Systems of Support (MTSS) process to ensure the fidelity and provide updates to the School Advisory Council (SAC) committee regarding the progress monitoring of the School Improvement Plan (SIP)

Ms. McGraw and Ms. Urdaneta will present Florida Comprehensive Assessment Test (FCAT) 2014

student data with all teachers and curriculum leaders during a preplanning learning session. This data will include math and reading student performance data from the 2014 F

Ms. Urdaneta will oversee the MTSS process organization and monitoring. Ms. Urdaneta will report bi-weekly to Dr. Camacho

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

Ms. Arbelaez-Willis will provide support to teachers with lesson planning, common assessments, differentiated instruction, and Florida Standards implementation.

Ms. McMiller will provide support to teachers with lesson planning, common assessments, differentiated instruction, and Florida Standards implementation.

Ms. Wylene Reed will provide Exceptional Student Education (ESE) support to teachers as needed.

Ms. Linda Arline will provide English Language Learners (ELL) support to teachers as needed.

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

The MTSS team will monitor all data on a bi-weekly basis to determine needs of individual students. Recommendations will be made by the team for additional assistance to Tier II and Tier III interventions as needed. School Title I dollars have been made available for student support and tutoring services. The school bookkeeper will maintain a record of any resources purchased. In addition, the MTSS Team will review student progress and resources available. Through this process, additional analysis will be made to determine whether additional student services and resources are needed.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Linda Arline	Teacher
Heather Dorta	Teacher
Danielle Arbelaez-Willis	Teacher
Sandra McGraw	Teacher
Marilyn Colon	Education Support Employee
Crystal McMiller	Teacher
Fresia E. Urdaneta	Teacher
Sherlee Gelin	Teacher
	Student
Lori Kimble	Teacher
Admad Upshaw	Parent
	Student
Christopher Camacho	Principal

Duties

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

Evaluation of last year's school improvement plan

The previous year's SIP will be reviewed for items that can be included in the 2014-2015 SIP for further implementation or removal altogether due to ineffectiveness.

Development of this school improvement plan

The School Advisory Council (SAC) was involved in the development of this school improvement plan by completing a survey about the strengths and needs of the school as it relates to parent involvement, safety, curriculum and communication. Student performance data from the 2013-2014 FCAT assessment will be shared with the SAC at the September meeting to determine whether any School Improvement Plan revisions are needed.

Preparation of the school's annual budget and plan

This will be determined at the October SAC meeting. In addition, an end of the year review will be conducted.

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

This will be determined at the October SAC meeting.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Camacho, Christopher	Principal
Paternoster, Kimberly	Instructional Coach
McGraw, Sandra	Assistant Principal
McMiller, Crystal	Instructional Coach
Urdaneta, Fresia	Assistant Principal
Mezger, Michael	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Major initiatives for the LLT for the 2013-2014 school year include:
Increased circulation of students and books in the Media Center.
Increased level of complex text in content area courses.
Increased authentic reading assignments and assessments.
AVID literacy strategies embedded in daily lesson plans.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Weekly Professional Learning Community (PLC) and common planning sessions will be conducted with teachers, instructional coaches, and administrators. These will include the topics of common assessments, lesson planning, and student performance data for both teacher-created common and benchmark assessments.

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

Westridge Middle School recruits and hires only highly qualified, certified in-field and effective teachers. The hiring process is completed by administration.

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

All teachers new to Westridge Middle School are invited to a one day professional development session before pre-planning begins. This professional development includes school wide initiatives such as AVID and implementation of the Florida Standards and writing across the curriculum, discipline procedures, etc. Beginning teachers are given a mentor that has been trained by the district and that also effectively teaches in the same academic area. Beginning teachers meet with the curriculum resource teacher (CRT) bi-weekly. Mentoring activities include classroom visits, peer coaching, and lesson planning.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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.

Instructional Strategies

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

Through weekly PLC and common planning sessions, teachers will review student performance data based on teacher-made common assessments and district benchmark assessments. As a result of this collaboration, teachers can determine which skills need to be retaught, spiraled into future lessons, and re-assessed. In addition, teachers can enlist additional student support, based on these data results, through the Achievement Lab and Student Support Center.

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: Before School Program

Minutes added to school year: 2,400

Beginning daily at 8 a.m., the school cafeteria will be open to all students. During this time, teachers will be available to provide homework help, support in completing assignments, and research opportunities through the use of school iPads. Academic games will also be available through the iPads.

Strategy Rationale

This strategy will provide a safe, learning environment for all students as early as an hour and a half before the start of the school day.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Camacho, Christopher, christopher.camacho@ocps.net

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

A daily sign-in process, overseen by the guidance team and school activities coordinator, will note the area of student support and data will be reviewed for the effectiveness of this morning program. Morning club programs will be available to all students during this time as well. Data pertaining to the number of students attending tutoring and clubs will be collected to determine whether additional clubs offerings or teachers are needed to support the morning student program.

Strategy: After School Program

Minutes added to school year: 3,600

Through the YMCA after-school program, based initially on student FCAT data (math and reading), students will receive targeted tutoring support. Throughout the school year, district benchmark data will be reviewed to determine whether these groups will need to be modified to tailor to individual student academic needs.

Strategy Rationale

This strategy will provided targeted academic support.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Urdaneta, Fresia, fresia.urdaneta@ocps.net

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

Using iReady, a computer program supported by the District, student performance data pertaining to the after-school student support program will be monitored to track student performance and academic needs.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

In May of every school year, school visits are scheduled with feeder elementary schools. The purpose of these visits is to orient students to the middle school environment, discuss class offerings, student involvement opportunities, and student scheduling. In addition, all incoming 6th grade students visit Westridge Middle School to learn about the school and participate in school tours led by our AVID students.

College and Career Readiness

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

Advancement Via Individual Determination (AVID) promotes academic and career planning through the placement of students in rigorous classes and providing learning strategies to include binder organization, Cornell Note usage, and tutorials. This program is school-wide.

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

Westridge Middle School incorporates AVID learning and literacy strategies school-wide. These strategies will help students see that they are all capable of going to college and teaches them strategies to be successful in all academic environments.

Westridge Middle School offers Computing for College and Careers as an elective for high school credit. This elective teaches students how to use specific computing operations in order for them to be successful in college and their careers.

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

Business computer classes are offered to students to obtain industry certification.

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

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.** Student achievement will increase in all content areas through the implementation of standards-based instruction.

- G2.** Westridge Middle School behavior occurrences which require discipline will decrease through the implementation of a revised school-wide student behavior plan, Positive Alternative to Student Suspension (PASS), and consistently implementing the Positive Behavior Support program.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Student achievement will increase in all content areas through the implementation of standards-based instruction. 1a

G036411

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	55.0
FCAT 2.0 Science Proficiency	51.0
AMO Math - Asian	68.0
AMO Math - African American	54.0
AMO Math - ED	55.0
AMO Math - ELL	48.0
AMO Math - Hispanic	55.0
AMO Math - SWD	39.0
AMO Math - White	60.0
Math Gains	70.0
Math Lowest 25% Gains	70.0
FSA - English Language Arts - Proficiency Rate	57.0
AMO Reading - All Students	57.0
AMO Reading - Asian	63.0
AMO Reading - African American	55.0
AMO Reading - ED	57.0
AMO Reading - ELL	50.0
AMO Reading - Hispanic	59.0
AMO Reading - SWD	44.0
AMO Reading - White	63.0

Resources Available to Support the Goal 2

- State department support (Differentiated Accountability)
- District support
- School based support (administrative, instructional coaches, and lead teachers)
- Instructional Management Systems-Florida Standards
- cPALMS-IcPALMS
- Curriculum resources (instructional focus calendars, Professional Learning Community (PLC) meetings, and common planning sessions)
- Items specifications and Measurement Topic Plans (MTPs)
- Common teacher-made assessments
- Student performance data from common teacher-made assessments
- Intervention/enrichment through targeted selection based on student performance data on teacher-made common assessments

Targeted Barriers to Achieving the Goal 3

- Low academic and behavioral expectations of students from teachers

- Teachers need support with understanding of quality instructional and assessment strategies
- Lack of teacher knowledge and understanding of the new Florida Standards and item specifications
- Instructional team members need support with interpreting and effectively using student performance data in the lesson plan process

Plan to Monitor Progress Toward G1. 8

iObservation feedback and student achievement data will determine if instructors are receiving sufficient support

Person Responsible

Christopher Camacho

Schedule

Weekly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Progress monitoring through ongoing classroom walkthroughs and student achievement data results on common assessments, and mini assessments

G2. Westridge Middle School behavior occurrences which require discipline will decrease through the implementation of a revised school-wide student behavior plan, Positive Alternative to Student Suspension (PASS), and consistently implementing the Positive Behavior Support program. 1a

G036413

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	25.0

Resources Available to Support the Goal 2

- Positive Behavior Support program
- Renaissance Rewards program
- Multi-Tiered Systems of Support Committee
- Student Behavior Committee
- Revised School-wide Behavior/Supervision Plan

Targeted Barriers to Achieving the Goal 3

- Inconsistency handling behavior concerns.
- Inconsistency when implementing the Positive Behavior Support program
- Inconsistent school-wide and classroom rules, procedures, and consequences pertaining to student behavior

Plan to Monitor Progress Toward G2. 8

Behavior will be monitored through behavior data.

Person Responsible

Christopher Camacho

Schedule

Monthly, from 9/1/2014 to 5/29/2015

Evidence of Completion

Incidences of student misbehavior will decrease Consequences will be given consistently by all teachers and administrators

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. Student achievement will increase in all content areas through the implementation of standards-based instruction. **1**

 G036411

G1.B1 Low academic and behavioral expectations of students from teachers **2**

 B087197

G1.B1.S1 Common planning and professional learning community (PLC) meetings **4**

 S103418

Strategy Rationale

By conducting weekly PLC an common planning meetings, instructional coaches and school administrators will be able to ensure all available resources, i.e. instructional focus calendars, benchmark standards, scope and sequence, Instructional Management Systems (IMS), and item specifications are effectively utilized during the planning process.

Action Step 1 **5**

Weekly common planning and PLC meetings

Person Responsible

Christopher Camacho

Schedule

Weekly, from 9/23/2014 to 5/26/2015

Evidence of Completion

PLC and weekly common planning meeting agendas and minutes

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

Review of weekly lesson plans submitted on school Sharepoint site.

Person Responsible

Christopher Camacho

Schedule

Weekly, from 8/20/2014 to 5/29/2015

Evidence of Completion

Lesson plan review and classroom walkthroughs for implementation purposes.

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

Walkthroughs and feedback will be given to instructional staff to determine the effectiveness of implementation.

Person Responsible

Christopher Camacho


Schedule

Weekly, from 8/20/2014 to 5/29/2015

Evidence of Completion

Classroom walkthrough observation data and instructional leaders meetings to share and discuss weekly observations

G1.B1.S2 Tiered math interventions for all students based on teacher-made common assessments 4

 S103419

Strategy Rationale

This provides an opportunity for all students to receive targeted intervention/enrichment based on student performance data on teacher-made common assessments and benchmark assessments.

Action Step 1 5

During grade level PLCs, pre and post-test common assessments will be created by deconstructing the Standards and creating intervention/enrichment groups within a class.

Person Responsible

Michael Mezger

Schedule

Weekly, from 8/19/2014 to 5/26/2015

Evidence of Completion

PLC collaboration agenda/forms will be collected, common assessment data templates, rosters of students.

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

PLC collaboration agenda/notes will be collected, pre- and post-test data on teacher-made common assessments for all students will be collected, intervention/enrichment groups will be created based on data, and the Math Coach will support grade level PLCs by facilitating meetings and working with students based on groups that are determined by common assessment data.

Person Responsible

Michael Mezger

Schedule

Weekly, from 8/19/2014 to 5/29/2015

Evidence of Completion

PLC collaboration agenda/notes will be collected, pre- and post-test data on teacher-made common assessments for all students will be collected.

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

Classroom walkthroughs and instructional effectiveness feedback, district benchmarks and common assessments

Person Responsible

Michael Mezger


Schedule

Weekly, from 8/19/2014 to 5/26/2015

Evidence of Completion

Classroom walkthrough data using the iObservation instructional tool. In addition, AVID instructional walkthroughs focusing on WICOR, more specifically, reading and writing in the content area, will be conducted and timely feedback will be provided to teachers. As a result, we are expecting an increase in student achievement and a reduction in the number of students receiving intensive math interventions.

G1.B1.S3 Incorporate WICOR strategies school-wide to create a college culture. 4

 S120651

Strategy Rationale

Student collaboration through WICOR strategies will increase student academic performance and teacher academic expectations.

Action Step 1 5

Professional Development will be conducted through content-area PLCs

Person Responsible

Sandra McGraw

Schedule

Biweekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

AVID walkthroughs checklist, PLC collaboration form, lesson plans including WICOR documentation

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

AVID walkthroughs

Person Responsible

Sandra McGraw

Schedule

Biweekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Student achievement data, common assessments, district benchmark assessments

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

AVID walkthroughs

Person Responsible

Sandra McGraw


Schedule

Biweekly, from 8/11/2014 to 5/29/2015

Evidence of Completion

Student achievement data, common assessments, district benchmark assessments

G1.B1.S4 Checks for understanding and higher-order thinking questions will be embedded in the planning process **4**

 S127629

Strategy Rationale

Teachers will be able to engage students at higher levels of thinking by incorporating checks for understanding and higher-order thinking questions in daily lessons

Action Step 1 **5**

Checks for understanding and higher-order questioning will be embedded in the planning process

Person Responsible

Christopher Camacho

Schedule

Weekly, from 9/23/2014 to 5/26/2015

Evidence of Completion

Weekly teacher lesson plans

Plan to Monitor Fidelity of Implementation of G1.B1.S4 **6**

Review of weekly teacher lesson plans

Person Responsible

Christopher Camacho

Schedule

Weekly, from 9/23/2014 to 5/26/2015

Evidence of Completion

Weekly teacher lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

classroom walkthroughs with teacher iObservation feedback

Person Responsible

Christopher Camacho

Schedule

Weekly, from 9/23/2014 to 5/26/2015


Evidence of Completion

iObservation classroom walkthrough data

G1.B2 Teachers need support with understanding of quality instructional and assessment strategies 2

 B087198

G1.B2.S1 All teacher-made common assessments will incorporate extended writing response style questions for comprehension and testing purposes. However, multiple-choice questions will be included during the school year to prepare students for the state assessment. 4

 S097911

Strategy Rationale

This approach allows teachers to provide informative feedback to students through common assessments. In addition, student responses can be reviewed for grammatical errors, etc.

Action Step 1 5

Teachers will collaboratively create common assessments, based on deconstruction of Standards, that include open-ended responses. This will include both pre- and post-tests for every Standard. Professional development will be offered to new teachers, through Professional Learning Communities and common planning sessions, on creating open-ended assessments.

Person Responsible

Michael Mezger

Schedule

Annually, from 8/19/2014 to 5/29/2015

Evidence of Completion

Tests, quizzes and comprehension checks that are aligned with new Florida Standards.

Action Step 2 5

Sixth grade math teachers will participate in a lesson study pilot

Person Responsible

Michael Mezger

Schedule

Annually, from 10/20/2014 to 5/29/2015

Evidence of Completion

Lesson plan template supplied by the District.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Common teacher-made assessments and lesson study participation

Person Responsible

Christopher Camacho

Schedule

Biweekly, from 9/2/2014 to 5/29/2015

Evidence of Completion

Common assessments that include open-ended response and multiple-choice questions, lesson study documentation

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Through curriculum area PLCs and Lesson Study

Person Responsible

Michael Mezger

Schedule

Weekly, from 8/19/2014 to 5/29/2015

Evidence of Completion

Data analysis of common assessments, lesson plan documentation, PLC collaboration minutes, and lesson study template

G1.B2.S2 Lesson plan Coaching Cycle 4

S127451

Strategy Rationale

Teachers will learn effective lesson planning strategies through the implementation of an instructional coaching cycle.

Action Step 1 5

Instructional coaches will support the implementation of lessons through the use of a coaching cycle

Person Responsible

Christopher Camacho

Schedule

Monthly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Coaching cycle agendas and minutes. This will include teacher support documentation

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

Weekly instructional leaders meeting

Person Responsible

Christopher Camacho

Schedule

Weekly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Weekly instructional leaders meetings, with principal, assistant principals, and instructional coaches, will be held to ensure a common plan is established for the coaching cycle.

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

Coaching cycle agendas and minutes.

Person Responsible

Christopher Camacho

Schedule

Monthly, from 9/26/2014 to 5/29/2015

Evidence of Completion

Meeting agendas and minutes will be reviewed at weekly instructional leaders meetings to monitor effectiveness and fidelity of the coaching cycle.

G1.B2.S3 Identify and develop model classrooms 4

 S127618

Strategy Rationale

By identifying model classrooms, teachers will have an on-site resource for observing and obtaining effective instructional strategies to incorporate in the classroom.

Action Step 1 5

Identify and develop model classrooms

Person Responsible

Sandra McGraw

Schedule

On 10/24/2014

Evidence of Completion

Curriculum and instructional leader feedback on identified model classrooms

Plan to Monitor Fidelity of Implementation of G1.B2.S3 6

Identification of model classroom(s)

Person Responsible

Sandra McGraw

Schedule

On 10/24/2014

Evidence of Completion

List of identified model classroom(s)

Plan to Monitor Effectiveness of Implementation of G1.B2.S3 7

Teacher visitations to identified model classrooms

Person Responsible

Christopher Camacho


Schedule

Monthly, from 10/24/2014 to 5/29/2015

Evidence of Completion

Teacher class visits to model classrooms. This will include teacher reflections and records of the visits to model classrooms.

G1.B2.S4 Monitor planning and delivery to ensure fidelity of implementation of next steps 4

 S127670

Strategy Rationale

By monitoring instructional planning and delivery, student achievement can also be monitored for effectiveness as it pertains to identified next steps.

Action Step 1 5

Monitoring instructional planning and delivery to ensure fidelity of implementation of next steps

Person Responsible

Christopher Camacho

Schedule

On 10/24/2014

Evidence of Completion

Common planning, PLCs, weekly instructional leaders dialogue sessions, and weekly teacher lesson plans

Plan to Monitor Fidelity of Implementation of G1.B2.S4 6

Weekly PLC, common planning sessions, classroom walkthroughs through iObservation, and weekly instructional leaders' dialogue sessions

Person Responsible

Christopher Camacho

Schedule

Weekly, from 10/24/2014 to 10/24/2014

Evidence of Completion

Classroom walkthrough iObservation data and weekly teacher lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B2.S4 7

Student achievement data

Person Responsible

Christopher Camacho

Schedule


Monthly, from 10/24/2014 to 5/29/2015

Evidence of Completion


Student achievement data on teacher-made common assessments and district-provided assessments.

G1.B3 Lack of teacher knowledge and understanding of the new Florida Standards and item specifications

2

 B092511

G1.B3.S1 Through weekly PLCs and common planning sessions teachers, with the support of instructional curriculum leaders, teachers will effectively plan the delivery of lessons and assessments aligned to the new Florida Standards and test item specifications. 4

 S104176

Strategy Rationale

Through teacher collaboration, with the support of instructional curriculum leaders, teachers will become more knowledgeable and better prepared to present Standards-based lessons, assessments, and use student performance data to improve instructional practices.

Action Step 1 5

Teachers will meet weekly through curriculum area PLCs and common planning sessions to plan standards-based instruction and assessments.

Person Responsible

Christopher Camacho

Schedule

Weekly, from 8/20/2014 to 5/27/2015

Evidence of Completion

PLC Collaboration minutes and teacher lesson plans

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

Weekly completed PLC collaboration forms

Person Responsible

Christopher Camacho

Schedule

Weekly, from 8/22/2014 to 5/29/2015

Evidence of Completion

Weekly completed PLC collaboration forms will be submitted to all curriculum leaders, lesson plans, common assessments

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Curriculum team meetings will be conducted to monitor the effectiveness of PLC and common planning sessions, student achievement data will increase

Person Responsible

Christopher Camacho


Schedule

Monthly, from 9/4/2014 to 5/7/2015


Evidence of Completion

Curriculum Leader feedback based on common assessment results, iObservation feedback, student achievement data on common assessments and district benchmark assessments.

G1.B4 Instructional team members need support with interpreting and effectively using student performance data in the lesson plan process **2**

 B092512

G1.B4.S1 Teachers will use common assessment and benchmark data to drive instructional practices. **4**

 S105352

Strategy Rationale

Teachers will be able to use data to differentiate instruction.

Action Step 1 **5**

Through PLCs, teachers will collaboratively disaggregate data to make instructional decisions for all students.

Person Responsible

Christopher Camacho

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Individual teacher data, school-wide/classroom data walls, PLC collaboration minutes

Plan to Monitor Fidelity of Implementation of G1.B4.S1 **6**

Weekly PLC meetings will be conducted to discuss data and make instructional decisions.

Person Responsible

Christopher Camacho

Schedule

Weekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Evidence that all stakeholders are tracking student achievement data to include graphs and charts for individual students.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

Weekly Professional Learning Community and common planning data review sessions

Person Responsible

Christopher Camacho


Schedule

Weekly, from 8/18/2014 to 5/29/2015


Evidence of Completion

An increase in student achievement data on Benchmark and state assessments.


G2. Westridge Middle School behavior occurrences which require discipline will decrease through the implementation of a revised school-wide student behavior plan, Positive Alternative to Student Suspension (PASS), and consistently implementing the Positive Behavior Support program. 1

 G036413

G2.B1 Inconsistency handling behavior concerns. 2

 B087202

G2.B1.S1 Staff members will be trained on the school-wide student behavior plan and effective school-wide and classroom interventions. 4

 S097915

Strategy Rationale

Staff will be trained for consistent and effective strategies to help all students be successful.

Action Step 1 5

Each administrative dean will review the school-wide behavior plan with teachers.

Person Responsible

Christopher Camacho

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Dean's agenda for meeting and sign-in sheets.

Action Step 2 5

Throughout the year the teachers will receive MTSS intervention training for behavior.

Person Responsible

Kimberly Paternoster

Schedule

Quarterly, from 8/12/2014 to 5/1/2015

Evidence of Completion

The MTSS Coordinator will provide an agenda and sign-in sheets.

Action Step 3 5

Quarterly grade level assemblies to review the OCPS Student Code of Conduct

Person Responsible

Christopher Camacho

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Agenda, PowerPoint presentation, signed Student Code of Conduct form

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

Classroom walkthrough observations

Person Responsible

Christopher Camacho

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Meeting agendas, signed code of conduct forms (from students), classroom behavior plans

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

Disaggregate student behavior reports

Person Responsible

Christopher Camacho


Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Discipline reports, attendance reports, PLASCO tracking system reports

G2.B2 Inconsistency when implementing the Positive Behavior Support program 2

 B087203

G2.B2.S1 Staff will be trained on the school-wide behavior plan, the expectations of the positive behavior support system, and how they are to be implemented. 4

 S097916

Strategy Rationale

The school-wide behavior plan and Positive Behavior Support program will be effective if staff is knowledgeable and consistent in implementation.

Action Step 1 5

Staff will be trained on the expectations of the positive behavior support program and how it is to be implemented

Person Responsible

Christopher Camacho

Schedule

On 8/15/2014

Evidence of Completion

Meeting agenda and deliverables

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Fidelity of implementation will be determined by all staff members participating in the program and using the program as it is made to be used.

Person Responsible

Christopher Camacho

Schedule

Biweekly, from 9/8/2014 to 6/1/2015

Evidence of Completion

Evidence of the fidelity of the program will be when students are rewarded for random positive behavior.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Effectiveness of the positive behavior support program will be monitored by disaggregating student behavior data to see a decrease in student behavior referrals.

Person Responsible

Christopher Camacho


Schedule

Monthly, from 9/10/2014 to 5/13/2015

Evidence of Completion

Student discipline will decrease as evidenced in the student behavior referrals.

G2.B2.S2 A calendar will be created to determine the dates of PBS activities and rewards. 4

 S097917

Strategy Rationale

By providing specific dates of PBS activities, students will be motivated to demonstrate positive behavior.

Action Step 1 5

Positive Behavior Support days scheduled for every other Friday during the school year beginning Friday, September 5, 2014

Person Responsible

Christopher Camacho

Schedule

Biweekly, from 9/5/2014 to 5/29/2015

Evidence of Completion

Student rewards provided

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

Student Positive Behavior Support rewards

Person Responsible

Christopher Camacho

Schedule

Biweekly, from 9/5/2014 to 5/29/2015

Evidence of Completion

The number of student rewards being distributed.

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

Student behavior

Person Responsible

Christopher Camacho


Schedule

Monthly, from 9/10/2014 to 5/13/2015

Evidence of Completion

Increase in monthly Positive Behavior Plan data and rewards results.

G2.B2.S3 Recognition will be given to students for high academic achievement to promote an environment of academic excellence. 4

 S097918

Strategy Rationale

Students will be more motivated to gain attention through achievement achievement and positive behaviors.

Action Step 1 5

Positive Behavior Systems and Renaissance rewards events

Person Responsible

Christopher Camacho

Schedule

Evidence of Completion

Student academic and behavior reports

Plan to Monitor Fidelity of Implementation of G2.B2.S3 6

PBS and Renaissance rewards

Person Responsible

Christopher Camacho

Schedule

Monthly, from 9/5/2014 to 5/1/2015

Evidence of Completion

Teacher nominations for PBS and Renaissance rewards

Plan to Monitor Effectiveness of Implementation of G2.B2.S3 7

Number of PBS and Renaissance rewards distributed

Person Responsible

Christopher Camacho


Schedule

Monthly, from 9/5/2014 to 5/1/2015


Evidence of Completion

Number of student rewards distributed

G2.B3 Inconsistent school-wide and classroom rules, procedures, and consequences pertaining to student behavior **2**

 B087204

G2.B3.S1 Clear rules and procedures will be defined and adhered to by all students and staff members. **4**

 S097919

Strategy Rationale

Consistency with rules and procedures will create a culturally embedded safe and civil learning environment.

Action Step 1 **5**

The deans will hold grade level meetings with teachers and students to review the school-wide behavior plan.

Person Responsible

Christopher Camacho

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Evidence of Completion

PowerPoint presentations the deans use for the student and faculty training.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

Monthly Behavior Team meetings will be conducted

Person Responsible

Christopher Camacho

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Discipline reports, attendance records, PLASCO reports

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Student Behavior data reports

Person Responsible

Christopher Camacho

Schedule

Biweekly, from 8/18/2014 to 5/29/2015

Evidence of Completion

Discipline reports, attendance records, PLASCO reports, iObservation

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	Teachers will collaboratively create common assessments, based on deconstruction of Standards, that include open-ended responses. This will include both pre- and post-tests for every Standard. Professional development will be offered to new teachers, through Professional Learning Communities and common planning sessions, on creating open-ended assessments.	Mezger, Michael	8/19/2014	Tests, quizzes and comprehension checks that are aligned with new Florida Standards.	5/29/2015 annually
G2.B2.S1.A1	Staff will be trained on the expectations of the positive behavior support program and how it is to be implemented	Camacho, Christopher	8/13/2014	Meeting agenda and deliverables	8/15/2014 one-time
G2.B2.S2.A1	Positive Behavior Support days scheduled for every other Friday during the school year beginning Friday, September 5, 2014	Camacho, Christopher	9/5/2014	Student rewards provided	5/29/2015 biweekly
G1.B1.S2.A1	During grade level PLCs, pre and post-test common assessments will be created by deconstructing the Standards and creating intervention/ enrichment groups within a class.	Mezger, Michael	8/19/2014	PLC collaboration agenda/forms will be collected, common assessment data templates, rosters of students.	5/26/2015 weekly
G1.B3.S1.A1	Teachers will meet weekly through curriculum area PLCs and common planning sessions to plan standards-based instruction and assessments.	Camacho, Christopher	8/20/2014	PLC Collaboration minutes and teacher lesson plans	5/27/2015 weekly
G2.B1.S1.A1	Each administrative dean will review the school-wide behavior plan with teachers.	Camacho, Christopher	8/18/2014	Dean's agenda for meeting and sign-in sheets.	5/29/2015 monthly
G2.B3.S1.A1	The deans will hold grade level meetings with teachers and students to review the school-wide behavior plan.	Camacho, Christopher	8/18/2014	PowerPoint presentations the deans use for the student and faculty training.	5/29/2015 monthly
G1.B4.S1.A1	Through PLCs, teachers will collaboratively disaggregate data to make instructional decisions for all students.	Camacho, Christopher	8/18/2014	Individual teacher data, school-wide/ classroom data walls, PLC collaboration minutes	5/29/2015 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B2.S3.A1	Positive Behavior Systems and Renaissance rewards events	Camacho, Christopher	9/8/2014	Student academic and behavior reports	quarterly
G1.B1.S3.A1	Professional Development will be conducted through content-area PLCs	McGraw, Sandra	8/11/2014	AVID walkthroughs checklist, PLC collaboration form, lesson plans including WICOR documentation	5/29/2015 biweekly
G1.B1.S1.A1	Weekly common planning and PLC meetings	Camacho, Christopher	9/23/2014	PLC and weekly common planning meeting agendas and minutes	5/26/2015 weekly
G1.B2.S2.A1	Instructional coaches will support the implementation of lessons through the use of a coaching cycle	Camacho, Christopher	9/26/2014	Coaching cycle agendas and minutes. This will include teacher support documentation	5/29/2015 monthly
G1.B2.S3.A1	Identify and develop model classrooms	McGraw, Sandra	9/22/2014	Curriculum and instructional leader feedback on identified model classrooms	10/24/2014 one-time
G1.B1.S4.A1	Checks for understanding and higher-order questioning will be embedded in the planning process	Camacho, Christopher	9/23/2014	Weekly teacher lesson plans	5/26/2015 weekly
G1.B2.S4.A1	Monitoring instructional planning and delivery to ensure fidelity of implementation of next steps	Camacho, Christopher	10/24/2014	Common planning, PLCs, weekly instructional leaders dialogue sessions, and weekly teacher lesson plans	10/24/2014 one-time
G1.B2.S1.A2	Sixth grade math teachers will participate in a lesson study pilot	Mezger, Michael	10/20/2014	Lesson plan template supplied by the District.	5/29/2015 annually
G2.B1.S1.A2	Throughout the year the teachers will receive MTSS intervention training for behavior.	Paternoster, Kimberly	8/12/2014	The MTSS Coordinator will provide an agenda and sign-in sheets.	5/1/2015 quarterly
G2.B1.S1.A3	Quarterly grade level assemblies to review the OCPS Student Code of Conduct	Camacho, Christopher	8/18/2014	Agenda, PowerPoint presentation, signed Student Code of Conduct form	5/29/2015 quarterly
G1.MA1	iObservation feedback and student achievement data will determine if instructors are receiving sufficient support	Camacho, Christopher	9/1/2014	Progress monitoring through ongoing classroom walkthroughs and student achievement data results on common assessments, and mini assessments	5/29/2015 weekly
G1.B2.S1.MA1	Through curriculum area PLCs and Lesson Study	Mezger, Michael	8/19/2014	Data analysis of common assessments, lesson plan documentation, PLC collaboration minutes, and lesson study template	5/29/2015 weekly
G1.B2.S1.MA1	Common teacher-made assessments and lesson study participation	Camacho, Christopher	9/2/2014	Common assessments that include open-ended response and multiple-choice questions, lesson study documentation	5/29/2015 biweekly
G1.B1.S1.MA1	Walkthroughs and feedback will be given to instructional staff to determine the effectiveness of implementation.	Camacho, Christopher	8/20/2014	Classroom walkthrough observation data and instructional leaders meetings to share and discuss weekly observations	5/29/2015 weekly
G1.B1.S1.MA1	Review of weekly lesson plans submitted on school Sharepoint site.	Camacho, Christopher	8/20/2014	Lesson plan review and classroom walkthroughs for implementation purposes.	5/29/2015 weekly
G1.B3.S1.MA1	Curriculum team meetings will be conducted to monitor the effectiveness of PLC and common planning sessions, student achievement data will increase	Camacho, Christopher	9/4/2014	Curriculum Leader feedback based on common assessment results, iObservation feedback, student achievement data on common assessments and district benchmark assessments.	5/7/2015 monthly
G1.B3.S1.MA1	Weekly completed PLC collaboration forms	Camacho, Christopher	8/22/2014	Weekly completed PLC collaboration forms will be submitted to all curriculum leaders, lesson plans, common assessments	5/29/2015 weekly
G1.B4.S1.MA1	Weekly Professional Learning Community and common planning data review sessions	Camacho, Christopher	8/18/2014	An increase in student achievement data on Benchmark and state assessments.	5/29/2015 weekly

Orange - 1133 - Westridge Middle - 2014-15 SIP
Westridge Middle

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.MA1	Weekly PLC meetings will be conducted to discuss data and make instructional decisions.	Camacho, Christopher	8/18/2014	Evidence that all stakeholders are tracking student achievement data to include graphs and charts for individual students.	5/29/2015 weekly
G1.B1.S2.MA1	Classroom walkthroughs and instructional effectiveness feedback, district benchmarks and common assessments	Mezger, Michael	8/19/2014	Classroom walkthrough data using the iObservation instructional tool. In addition, AVID instructional walkthroughs focusing on WICOR, more specifically, reading and writing in the content area, will be conducted and timely feedback will be provided to teachers. As a result, we are expecting an increase in student achievement and a reduction in the number of students receiving intensive math interventions.	5/26/2015 weekly
G1.B1.S2.MA1	PLC collaboration agenda/notes will be collected, pre- and post-test data on teacher-made common assessments for all students will be collected, intervention/enrichment groups will be created based on data, and the Math Coach will support grade level PLCs by facilitating meetings and working with students based on groups that are determined by common assessment data.	Mezger, Michael	8/19/2014	PLC collaboration agenda/notes will be collected, pre- and post-test data on teacher-made common assessments for all students will be collected.	5/29/2015 weekly
G1.B2.S2.MA1	Coaching cycle agendas and minutes.	Camacho, Christopher	9/26/2014	Meeting agendas and minutes will be reviewed at weekly instructional leaders meetings to monitor effectiveness and fidelity of the coaching cycle.	5/29/2015 monthly
G1.B2.S2.MA1	Weekly instructional leaders meeting	Camacho, Christopher	9/26/2014	Weekly instructional leaders meetings, with principal, assistant principals, and instructional coaches, will be held to ensure a common plan is established for the coaching cycle.	5/29/2015 weekly
G1.B1.S3.MA1	AVID walkthroughs	McGraw, Sandra	8/11/2014	Student achievement data, common assessments, district benchmark assessments	5/29/2015 biweekly
G1.B1.S3.MA1	AVID walkthroughs	McGraw, Sandra	8/11/2014	Student achievement data, common assessments, district benchmark assessments	5/29/2015 biweekly
G1.B2.S3.MA1	Teacher visitations to identified model classrooms	Camacho, Christopher	10/24/2014	Teacher class visits to model classrooms. This will include teacher reflections and records of the visits to model classrooms.	5/29/2015 monthly
G1.B2.S3.MA1	Identification of model classroom(s)	McGraw, Sandra	10/24/2014	List of identified model classroom(s)	10/24/2014 one-time
G1.B1.S4.MA1	classroom walkthroughs with teacher iObservation feedback	Camacho, Christopher	9/23/2014	iObservation classroom walkthrough data	5/26/2015 weekly
G1.B1.S4.MA1	Review of weekly teacher lesson plans	Camacho, Christopher	9/23/2014	Weekly teacher lesson plans	5/26/2015 weekly
G1.B2.S4.MA1	Student achievement data	Camacho, Christopher	10/24/2014	Student achievement data on teacher-made common assessments and district-provided assessments.	5/29/2015 monthly
G1.B2.S4.MA1	Weekly PLC, common planning sessions, classroom walkthroughs through iObservation, and weekly instructional leaders' dialogue sessions	Camacho, Christopher	10/24/2014	Classroom walkthrough iObservation data and weekly teacher lesson plans	10/24/2014 weekly
G2.MA1	Behavior will be monitored through behavior data.	Camacho, Christopher	9/1/2014	Incidences of student misbehavior will decrease Consequences will be given consistently by all teachers and administrators	5/29/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Disaggregate student behavior reports	Camacho, Christopher	8/18/2014	Discipline reports, attendance reports, PLASCO tracking system reports	5/29/2015 biweekly
G2.B1.S1.MA1	Classroom walkthrough observations	Camacho, Christopher	8/18/2014	Meeting agendas, signed code of conduct forms (from students), classroom behavior plans	5/29/2015 biweekly
G2.B2.S1.MA1	Effectiveness of the positive behavior support program will be monitored by disaggregating student behavior data to see a decrease in student behavior referrals.	Camacho, Christopher	9/10/2014	Student discipline will decrease as evidenced in the student behavior referrals.	5/13/2015 monthly
G2.B2.S1.MA1	Fidelity of implementation will be determined by all staff members participating in the program and using the program as it is made to be used.	Camacho, Christopher	9/8/2014	Evidence of the fidelity of the program will be when students are rewarded for random positive behavior.	6/1/2015 biweekly
G2.B3.S1.MA1	Student Behavior data reports	Camacho, Christopher	8/18/2014	Discipline reports, attendance records, PLASCO reports, iObservation	5/29/2015 biweekly
G2.B3.S1.MA1	Monthly Behavior Team meetings will be conducted	Camacho, Christopher	8/18/2014	Discipline reports, attendance records, PLASCO reports	5/29/2015 biweekly
G2.B2.S2.MA1	Student behavior	Camacho, Christopher	9/10/2014	Increase in monthly Positive Behavior Plan data and rewards results.	5/13/2015 monthly
G2.B2.S2.MA1	Student Positive Behavior Support rewards	Camacho, Christopher	9/5/2014	The number of student rewards being distributed.	5/29/2015 biweekly
G2.B2.S3.MA1	Number of PBS and Renaissance rewards distributed	Camacho, Christopher	9/5/2014	Number of student rewards distributed	5/1/2015 monthly
G2.B2.S3.MA1	PBS and Renaissance rewards	Camacho, Christopher	9/5/2014	Teacher nominations for PBS and Renaissance rewards	5/1/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Student achievement will increase in all content areas through the implementation of standards-based instruction.

G1.B2 Teachers need support with understanding of quality instructional and assessment strategies

G1.B2.S1 All teacher-made common assessments will incorporate extended writing response style questions for comprehension and testing purposes. However, multiple-choice questions will be included during the school year to prepare students for the state assessment.

PD Opportunity 1

Sixth grade math teachers will participate in a lesson study pilot

Facilitator

Danielle Arbelaez-Willis/Chris Camacho

Participants

6th grade math teachers

Schedule

Annually, from 10/20/2014 to 5/29/2015

G1.B2.S2 Lesson plan Coaching Cycle

PD Opportunity 1

Instructional coaches will support the implementation of lessons through the use of a coaching cycle

Facilitator

Instructional Coaches

Participants

All teachers

Schedule

Monthly, from 9/26/2014 to 5/29/2015

G1.B3 Lack of teacher knowledge and understanding of the new Florida Standards and item specifications

G1.B3.S1 Through weekly PLCs and common planning sessions teachers, with the support of instructional curriculum leaders, teachers will effectively plan the delivery of lessons and assessments aligned to the new Florida Standards and test item specifications.

PD Opportunity 1

Teachers will meet weekly through curriculum area PLCs and common planning sessions to plan standards-based instruction and assessments.

Facilitator

Curriculum Leaders

Participants

All teachers

Schedule

Weekly, from 8/20/2014 to 5/27/2015

G1.B4 Instructional team members need support with interpreting and effectively using student performance data in the lesson plan process

G1.B4.S1 Teachers will use common assessment and benchmark data to drive instructional practices.

PD Opportunity 1

Through PLCs, teachers will collaboratively disaggregate data to make instructional decisions for all students.

Facilitator

Instructional Coaches, Administration

Participants

All teachers

Schedule

Weekly, from 8/18/2014 to 5/29/2015

G2. Westridge Middle School behavior occurrences which require discipline will decrease through the implementation of a revised school-wide student behavior plan, Positive Alternative to Student Suspension (PASS), and consistently implementing the Positive Behavior Support program.

G2.B1 Inconsistency handling behavior concerns.

G2.B1.S1 Staff members will be trained on the school-wide student behavior plan and effective school-wide and classroom interventions.

PD Opportunity 1

Each administrative dean will review the school-wide behavior plan with teachers.

Facilitator

Grade level deans

Participants

Instructional staff

Schedule

Monthly, from 8/18/2014 to 5/29/2015

PD Opportunity 2

Throughout the year the teachers will receive MTSS intervention training for behavior.

Facilitator

Heather Dorta, Fresia Urdaneta, Sandra McGraw, school deans

Participants

Instructional Staff

Schedule

Quarterly, from 8/12/2014 to 5/1/2015

PD Opportunity 3

Quarterly grade level assemblies to review the OCPS Student Code of Conduct

Facilitator

Grade level deans

Participants

All students

Schedule

Quarterly, from 8/18/2014 to 5/29/2015

G2.B2 Inconsistency when implementing the Positive Behavior Support program

G2.B2.S1 Staff will be trained on the school-wide behavior plan, the expectations of the positive behavior support system, and how they are to be implemented.

PD Opportunity 1

Staff will be trained on the expectations of the positive behavior support program and how it is to be implemented

Facilitator

Grade level deans

Participants

All staff

Schedule

On 8/15/2014

G2.B2.S2 A calendar will be created to determine the dates of PBS activities and rewards.

PD Opportunity 1

Positive Behavior Support days scheduled for every other Friday during the school year beginning Friday, September 5, 2014

Facilitator

Administrative deans

Participants

All teachers

Schedule

Biweekly, from 9/5/2014 to 5/29/2015

G2.B2.S3 Recognition will be given to students for high academic achievement to promote an environment of academic excellence.

PD Opportunity 1

Positive Behavior Systems and Renaissance rewards events

Facilitator

Administrative deans

Participants

All teachers

Schedule

G2.B3 Inconsistent school-wide and classroom rules, procedures, and consequences pertaining to student behavior

G2.B3.S1 Clear rules and procedures will be defined and adhered to by all students and staff members.

PD Opportunity 1

The deans will hold grade level meetings with teachers and students to review the school-wide behavior plan.

Facilitator

School deans

Participants

All staff and students

Schedule

Monthly, from 8/18/2014 to 5/29/2015

Technical Assistance Items

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

G1. Student achievement will increase in all content areas through the implementation of standards-based instruction.

G1.B1 Low academic and behavioral expectations of students from teachers

G1.B1.S2 Tiered math interventions for all students based on teacher-made common assessments

PD Opportunity 1

During grade level PLCs, pre and post-test common assessments will be created by deconstructing the Standards and creating intervention/enrichment groups within a class.

Facilitator

Danielle Arbelaez-Willis and grade level liaisons.

Participants

Math Instructional Staff

Schedule

Weekly, from 8/19/2014 to 5/26/2015

G1.B2 Teachers need support with understanding of quality instructional and assessment strategies

G1.B2.S1 All teacher-made common assessments will incorporate extended writing response style questions for comprehension and testing purposes. However, multiple-choice questions will be included during the school year to prepare students for the state assessment.

PD Opportunity 1

Teachers will collaboratively create common assessments, based on deconstruction of Standards, that include open-ended responses. This will include both pre- and post-tests for every Standard. Professional development will be offered to new teachers, through Professional Learning Communities and common planning sessions, on creating open-ended assessments.

Facilitator

Math Instructional Coach, Science Curriculum Leader, and grade level liaisons

Participants

Math and science teachers

Schedule

Annually, from 8/19/2014 to 5/29/2015

Budget Rollup

Summary

Description	Total
Grand Total	0