

Westbrooke Elementary

500 TOMYN BLVD, Ocoee, FL 34761

[no web address on file]

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
39%

Alternative/ESE Center
No

Charter School
No

Minority
53%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	B	A	A

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

Teachers participated in professional development during pre-planning on establishing appropriate relationships with students. Teachers and staff members are active members of Parent Teacher Organization and participate in school wide functions and events outside of the school day with students and their families.

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

The school building is clean, inviting and conducive to learning. There are school wide procedures and expectations that apply to all students during arrival and dismissal, as well as throughout the school day. Active supervision is provided at all times by designated staff members including before and after school duties assigned on a rotating basis. School wide procedures and expectations have been developed and posted for common areas including cafeteria and hallways. Social interaction expectations have also been developed and are posted in every classroom (Use Your PAWS). In addition, Project Wisdom messages are shared daily via CCTV to all students. These messages are based on positive character traits and are used as springboards for classroom discussions to help with the development and support of positive classroom cultures.

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

Westbrooke is working toward CHAMPS implementation by providing PD for specific selected teachers in an effort to create model classrooms and provide school based training. These model classrooms will demonstrate effective classroom management strategies and clearly stated classroom expectations following the CHAMPS model. This CHAMPS team of teacher leaders will provide PD to other classroom teachers in an effort to increase their understanding and implementing of CHAMPS strategies.

School wide positive behavior supports strategies are in place to recognize appropriate student behaviors.

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

The school's Dean and administrative team support teachers to meet individualized needs of students requiring more specific behavior interventions.

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

Identified students are provided consistent mentoring on a regular basis. Mentors are recruited from the local community, are ADDitions approved and are provided school based mentoring training. In addition, they are monitored by administration and are provided structures to ensure timely communication with students' classroom teachers.

Approved private counselling vendors are allowed on campus to provide sessions to qualified students. This is coordinated through the school's Dean.

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

Student attendance, academic progress and test scores are monitored throughout the school year to identify students who have these early warning signs. The Registrar runs attendance reports, the Dean monitors suspensions, and Administration monitors course failures and level 1 scoring students.

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
	K	1	2	3	4	5	
Attendance below 90 percent	5	9	4	9	3	8	38
One or more suspensions	1	3	2	2	8	12	28
Course failure in ELA or Math	0	0	3	8	8	20	39
Level 1 on statewide assessment	0	0	0	21	13	19	53

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

Indicator	Grade Level				Total
	1	3	4	5	
Students exhibiting two or more indicators	1	9	8	13	31

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

Child study teams meet with parents of students with a pattern of excessive tardies or absences. Professional development was provided to teachers regarding classroom management to prevent the escalation of student behaviors that would potential lead to a referral. Classroom referral forms were shared with teachers to track Level 1 and 2 offenses to progress monitor behavior and provide Admin support for proactive measures to prevent Level 3 and 4 offenses.

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

marking period.

Intervention protocols are in place to provide targeted instruction for students earning Level 1 on statewide assessments.

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?

No

PIP Link

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

Description

Westbrooke Elementary School will continue to promote parental involvement by providing opportunities for parents to engage in their students' learning directly, through volunteering in classrooms or by attending school wide functions. In-class volunteering includes buddies with students identified in lowest 25% based on state assessment 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, 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.

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

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

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
Couret, Michelle	Principal
Silvester, Jody	Assistant Principal
Williams, Michele	Instructional Coach
McRae, Taja	Dean
Freeman, Kari	Teacher, K-12
Green, Leslee	Teacher, ESE

Duties

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

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

Dean- monitors student behavior and provides assistance and support to teachers and students, as needed; with administrators makes determinations regarding referral outcomes, including parental contact and involvement as well as appropriate consequences for students

Teacher, K-5 (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

ESE Teacher/Staffing Coordinator -collaborates with classroom teachers to identify student needs and develop appropriate intervention plans; Monitors the MTSS process and supports teachers in the identification of students who may need additional interventions; 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)

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 data-based problem solving process will be implemented through monthly data meetings (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 action for students which address identified barriers impeding their success. Plans developed may include additional support through intervention groups, after school tutoring, assistance with increasing parental support, psychological referrals, social worker referrals, behavior plans, mentoring program and/or additional strategies designed to meet individual student needs.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Michelle Couret	Principal
Michele Williams	Teacher
Maureen Wright	Parent
Taja McRae	Teacher
Ann McGarry	Parent
Denise Bianchi	Parent
Cheri Townley	Parent
Christine Gramaglia	Parent
Maria Moncada	Parent
Lori Bondurant	Parent
Theresa Whitehead	Teacher
Darlene Johnson	Business/Community
Melissa Mastroianni	Parent
Greg Moore	Parent
Lorin Berger	Teacher
Megan Dorgan	Teacher
Mary Beth Duff	Teacher
Marcy Gibbs	Teacher
Timothy Nash	Teacher

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

During each SAC meeting during the 2013-2014 school year, the SIP was reviewed and input was solicited from SAC members. Progress monitoring data and/or classroom strategies implemented were reviewed during monthly SAC meetings to determine school wide progress towards SIP goals.

Development of this school improvement plan

During the last SAC meeting of the previous school year (held in May, 2014), the SAC committee reviewed the previous plan's strategies as well as current school data before developing recommendations to be considered when developing the current school year's plan. During the September and October 2014 meetings, current data, previously made recommendations, and the SIP draft will be reviewed and updated using SAC members' input.

Preparation of the school's annual budget and plan

The updated school budget will be shared with SAC members and their input will be solicited before making decisions regarding school wide technology upgrades.

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

No allocated SIP funds were available last year. Funds used to implement strategies in the current plan will be made available from other funding sources.

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
Couret, Michelle	Principal
Freeman, Kari	Teacher, K-12
Hunsinger, Jennifer	Instructional Media
Williams, Michele	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

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

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

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

Usage of instructional Technology programs (Reading Plus and Lexia) will be monitored. Students will develop individual goals and will be celebrated as they achieve progression towards their goals. LLT will provide support in half day training sessions that promotes DBQs and writing content areas.

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

PLC professional development was provided during pre-planning. Grade level teams will meet weekly using the PLC guiding questions. Grade level teams will be provided additional half day planning sessions throughout the year to deconstruct, analyze and plan with Florida Standards. Grade levels will also meet monthly with MTSS team to review grade level data and identify instructional strategies to be adjusted or implemented. Faculty wide data sharing will be structured so that grade level teams can share data and school wide discussion can take place for additional intervention or enrichment strategies.

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

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.

Describe the school's teacher mentoring program, including the rationale for pairings and 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 via monthly meetings to discuss current researched topics. New teachers will also receive additional support through grade level Professional Learning Communities.

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 purchased core instructional materials which are aligned to Common Core Standards. Supplemental materials (intervention materials) are aligned with Florida Standards and are provided as resources to support the implementation of Florida Standards in regular and intervention classrooms.

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

FCAT 2014 data, beginning of the year assessments (Go Math, Journeys, DRA, SRI) are used to identify students in need of interventions or enrichment at the beginning of the school year.

Formative, common assessments are used throughout the year to monitor student progress (both OCPS benchmark and mini benchmark assessments).

Interventions are provided for identified students during: 1) small group instruction in the regular reading or math block 2) through intervention groups during a designated intervention/enrichment block, at least 3 times per week.

In both scenarios, groups are fluid, and students can be moved to different groups based on the formative data.

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

Strategy: After School Program

Minutes added to school year: 3,000

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Williams, Michele, michele.williams@ocps.net

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

Pre and post evaluation measures will be used to rate the effectiveness of this strategy (Benchmark assessment and Mini benchmark assessments, Performance Matters data)

Strategy: Extended School Day

Minutes added to school year: 10,800

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

Strategy Rationale

The data indicates the need for enrichment opportunities for students.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Silvester, Jody, jody.silvester@ocps.net

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

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

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

The instructional coach and kindergarten team have developed and initiated a plan to assess the academic readiness skills of all incoming preschoolers. In addition, the staffing specialist has been

trained to meet the needs of incoming preschoolers already identified through Preschool Diagnostic Intervention Services.

Students in 5th grade are visited by middle school personnel to present information, review schedule options and answer questions. Most students also visit their zoned middle school during a tour of the new school while in 5th grade. In addition, parents and students are invited to an "incoming 6th grade" event.

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

Westbrooke implements several strategies to advance college and career awareness. All faculty members display their college or university Alma mater on their door. Students and staff are encouraged to wear college paraphernalia on the last Friday of the month. Over 30 university flags are displayed throughout the cafeteria.

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

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

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

Westbrooke participates in the OCPS Teach-In Program. Westbrooke incorporates STEM activities within the classroom lessons and during the enrichment block.

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

NA

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.** Westbrooke Elementary School will increase the percentage of students scoring at proficiency and making learning gains on the Florida State Assessments.

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. Westbrooke Elementary School will increase the percentage of students scoring at proficiency and making learning gains on the Florida State Assessments. 1a

G039315

Targets Supported 1b

Indicator	Annual Target
AMO Math - ED	68.0
AMO Reading - ED	69.0
AMO Math - All Students	83.0
AMO Reading - All Students	85.0
FCAT 2.0 Science Proficiency	75.0
ELA/Reading Lowest 25% Gains	73.0

Resources Available to Support the Goal 2

- Houghton Mifflin Journey's and GO Math curriculum, district scope and sequence, Journey's Leveled Readers, Literacy Centers/Cards, Ready Florida ELA, Math supplemental resources, Reading Plus, Lexia, Journeys Tier II, intervention specialist and resource teachers, OCPS MTPs (Measurement Topic Plans), Performance Matters

Targeted Barriers to Achieving the Goal 3

- Limited student engagement leads to disruptive behavior which may decrease student learning
- Teachers have limited understanding of how to increase rigor of instruction and how to develop rigorous student evidence artifacts.
- Teachers have limited understanding of newly implemented Florida State Standards

Plan to Monitor Progress Toward G1. 8

Administrators and teachers will continuously monitor student performance data through Performance Matters and common assessments

Person Responsible

Michele Williams

Schedule

Every 6 Weeks, from 8/11/2014 to 6/3/2015

Evidence of Completion

Student performance data and I observation data/feedback reports

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. Westbrooke Elementary School will increase the percentage of students scoring at proficiency and making learning gains on the Florida State Assessments. **1**

 G039315

G1.B1 Limited student engagement leads to disruptive behavior which may decrease student learning **2**

 B094674

G1.B1.S1 Implement CHAMPs school wide **4**

 S105729

Strategy Rationale

CHAMPs classroom management strategies will provide the structures in classrooms to facilitate student engagement.

Action Step 1 **5**

CHAMPs school team is being developed to introduce strategies in all classrooms by the end of the year

Person Responsible

Jody Silvester

Schedule

Quarterly, from 8/11/2014 to 6/3/2015

Evidence of Completion

Administrators will observe increased student engagement and successful performance on assessments

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

Administrators will observe the use of CHAMPs during classroom observations.

Person Responsible

Michelle Couret

Schedule

Every 6 Weeks, from 10/1/2014 to 6/3/2015

Evidence of Completion

Administrator observation, students engaged during lessons and implementation of CHAMPs strategies

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

Administrators will observe an increase in student engagement during classroom observations

Person Responsible

Michelle Couret

Schedule

Every 6 Weeks, from 10/1/2014 to 6/3/2015

Evidence of Completion

iObservation data/feedback

G1.B1.S2 Provide professional development on Marzano instructional strategies and differentiated instruction **4**

 S105730

Strategy Rationale

Increased teacher understanding of these strategies will increase effective implementation

Action Step 1 **5**

Professional Development regarding Marzano engagement strategies will be provided for the school team, then to all teachers.

Person Responsible

Michele Williams

Schedule

Quarterly, from 9/30/2014 to 6/3/2015

Evidence of Completion

Increased use of Marzano strategies as evidenced by i-observation data

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

Classroom observations

Person Responsible

Michelle Couret

Schedule

Every 6 Weeks, from 10/1/2014 to 6/3/2015

Evidence of Completion

Increased implementation of Marzano strategies in classrooms, as evidenced by i-observation data

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

Increased student achievement as a result of increased implementation of Marzano strategies.

Person Responsible

Michelle Couret

Schedule

Every 6 Weeks, from 10/1/2014 to 6/3/2015

Evidence of Completion

I-observation data to determine implementation of strategies and increased student achievement on formative assessments

G1.B2 Teachers have limited understanding of how to increase rigor of instruction and how to develop rigorous student evidence artifacts. 2

 B094675

G1.B2.S1 Provide professional development on Marzano instructional strategies and differentiated instruction. 4

 S105731

Strategy Rationale

Increased, effective use of Marzano instructional strategies should lead to increased student achievement.

Action Step 1 5

Provide differentiated professional development to teachers based on needs as identified on teachers' Deliberate Practice Plans.

Person Responsible

Michele Williams

Schedule

Monthly, from 8/11/2014 to 6/3/2015

Evidence of Completion

Sign in sheets, agenda

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

Administrators will monitor professional development activities for DP PLC groups, and the implementation of learned strategies during classroom observations

Person Responsible

Michelle Couret

Schedule

Every 6 Weeks, from 8/11/2014 to 6/3/2015

Evidence of Completion

Classroom observations, PLC agenda, lesson plan reviews

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

Teachers and administrators will analyze student performance on assessments

Person Responsible

Michelle Couret

Schedule

Every 6 Weeks, from 8/11/2014 to 6/3/2015

Evidence of Completion

Increased student achievement, Performance Matters data

G1.B2.S2 Provide daily intervention/enrichment instruction for all students. 4

S145309

Strategy Rationale

Teachers will increase their understanding of how to plan for rigorous lessons and rigorous student evidences.

Action Step 1 5

Each grade level has a dedicated intervention/enrichment block in their schedule.

Person Responsible

Michelle Couret

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Observations and lesson plan checks

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

Classroom observations will be conducted to ensure consistent I/E lessons.

Person Responsible

Michelle Couret

Schedule

Weekly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Lesson plan checks and iobservation data

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

Data meeting to discuss student progress based on FSS.

Person Responsible

Michelle Couret

Schedule

Monthly, from 8/18/2014 to 6/3/2015

Evidence of Completion

Student data found on Performance Matters, Digital program data

G1.B3 Teachers have limited understanding of newly implemented Florida State Standards 2

 B094676

G1.B3.S1 Provide time for Grade Level Teams to analyze and plan implementing Florida State Standards 4

 S105732

Strategy Rationale

Increased teacher understanding of the standards will lead to increased student achievement.

Action Step 1 5

Planning for implementation of standards via half day planning sessions

Person Responsible

Michelle Couret

Schedule

Every 6 Weeks, from 9/5/2014 to 6/3/2015

Evidence of Completion

IFCs (Instructional Focus Calendars) and formative assessments

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

Review of IFCs and lesson plans, along with classroom observations to determine implementation of Florida Standards

Person Responsible

Michelle Couret

Schedule

Every 6 Weeks, from 10/1/2014 to 6/3/2015

Evidence of Completion

Teacher observations and correlation to FSS, LP checks, IFC checks

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

Monitor student achievement on formative assessments based on FSS

Person Responsible

Michelle Couret

Schedule

Every 6 Weeks, from 10/1/2014 to 6/3/2015

Evidence of Completion

Increased student achievement on formative assessments evaluating FSS

G1.B3.S2 Provide Professional Development for Florida State Standards through deconstructing process. 4

 S145301

Strategy Rationale

Increased teacher understanding of the standards will lead to increased student achievement.

Action Step 1 5

Select teachers will participate in Core Connections professional development to review LAFS.

Person Responsible

Michele Williams

Schedule

Every 2 Months, from 8/13/2014 to 6/3/2015

Evidence of Completion

Summary of information to share with their teammates.

Action Step 2 5

Instructional coach will provide support through the deconstructing process across grade level.

Person Responsible

Michele Williams

Schedule

Every 6 Weeks, from 9/5/2014 to 6/3/2015

Evidence of Completion

Lesson plans, PLC meeting notes, IFC

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Substitute teachers will be paid for on the days that teachers attend the training. OC Writes student scores will be used to progress monitor.

Person Responsible

Michelle Couret

Schedule

Every 2 Months, from 8/13/2014 to 6/3/2015

Evidence of Completion

OC Writes student scores, LP checks, IFCs and classroom observations.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Through mini assessments, classroom walkthroughs and lesson plans

Person Responsible

Michelle Couret

Schedule

Biweekly, from 9/5/2014 to 6/3/2015

Evidence of Completion

Performance Matters data and I observation data/feedback

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

OC Writes scores should increase as the year progresses.

Person Responsible

Michelle Couret

Schedule

Every 2 Months, from 8/18/2014 to 6/3/2015

Evidence of Completion

OC Writes data and lesson plans

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Performance Matters data will increase

Person Responsible

Michelle Couret

Schedule

Semiannually, from 9/3/2014 to 6/3/2015

Evidence of Completion

Performance Matters data and I observation data, lesson plan reviews

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.B1.S1.A1	CHAMPs school team is being developed to introduce strategies in all classrooms by the end of the year	Silvester, Jody	8/11/2014	Administrators will observe increased student engagement and successful performance on assessments	6/3/2015 quarterly
G1.B2.S1.A1	Provide differentiated professional development to teachers based on needs as identified on teachers' Deliberate Practice Plans.	Williams, Michele	8/11/2014	Sign in sheets, agenda	6/3/2015 monthly
G1.B3.S1.A1	Planning for implementation of standards via half day planning sessions	Couret, Michelle	9/5/2014	IFCs (Instructional Focus Calendars) and formative assessments	6/3/2015 every-6-weeks
G1.B1.S2.A1	Professional Development regarding Marzano engagement strategies will be provided for the school team, then to all teachers.	Williams, Michele	9/30/2014	Increased use of Marzano strategies as evidenced by i-observation data	6/3/2015 quarterly
G1.B3.S2.A1	Select teachers will participate in Core Connections professional development to review LAFS.	Williams, Michele	8/13/2014	Summary of information to share with their teammates.	6/3/2015 every-2-months
G1.B2.S2.A1	Each grade level has a dedicated intervention/enrichment block in their schedule.	Couret, Michelle	8/18/2014	Observations and lesson plan checks	6/3/2015 weekly
G1.B3.S2.A2	Instructional coach will provide support through the deconstructing process across grade level.	Williams, Michele	9/5/2014	Lesson plans, PLC meeting notes, IFC	6/3/2015 every-6-weeks
G1.MA1	Administrators and teachers will continuously monitor student performance data through Performance Matters and common assessments	Williams, Michele	8/11/2014	Student performance data and I observation data/feedback reports	6/3/2015 every-6-weeks
G1.B1.S1.MA1	Administrators will observe an increase in student engagement during classroom observations	Couret, Michelle	10/1/2014	iObservation data/feedback	6/3/2015 every-6-weeks
G1.B1.S1.MA1	Administrators will observe the use of CHAMPs during classroom observations.	Couret, Michelle	10/1/2014	Administrator observation, students engaged during lessons and implementation of CHAMPs strategies	6/3/2015 every-6-weeks

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B2.S1.MA1	Teachers and administrators will analyze student performance on assessments	Couret, Michelle	8/11/2014	Increased student achievement, Performance Matters data	6/3/2015 every-6-weeks
G1.B2.S1.MA1	Administrators will monitor professional development activities for DP PLC groups, and the implementation of learned strategies during classroom observations	Couret, Michelle	8/11/2014	Classroom observations, PLC agenda, lesson plan reviews	6/3/2015 every-6-weeks
G1.B3.S1.MA1	Monitor student achievement on formative assessments based on FSS	Couret, Michelle	10/1/2014	Increased student achievement on formative assessments evaluating FSS	6/3/2015 every-6-weeks
G1.B3.S1.MA1	Review of IFCs and lesson plans, along with classroom observations to determine implementation of Florida Standards	Couret, Michelle	10/1/2014	Teacher observations and correlation to FSS, LP checks, IFC checks	6/3/2015 every-6-weeks
G1.B1.S2.MA1	Increased student achievement as a result of increased implementation of Marzano strategies.	Couret, Michelle	10/1/2014	I-observation data to determine implementation of strategies and increased student achievement on formative assessments	6/3/2015 every-6-weeks
G1.B1.S2.MA1	Classroom observations	Couret, Michelle	10/1/2014	Increased implementation of Marzano strategies in classrooms, as evidenced by i-observation data	6/3/2015 every-6-weeks
G1.B3.S2.MA1	OC Writes scores should increase as the year progresses.	Couret, Michelle	8/18/2014	OC Writes data and lesson plans	6/3/2015 every-2-months
G1.B3.S2.MA4	Performance Matters data will increase	Couret, Michelle	9/3/2014	Performance Matters data and I observation data, lesson plan reviews	6/3/2015 semiannually
G1.B3.S2.MA1	Substitute teachers will be paid for on the days that teachers attend the training. OC Writes student scores will be used to progress monitor.	Couret, Michelle	8/13/2014	OC Writes student scores, LP checks, IFCs and classroom observations.	6/3/2015 every-2-months
G1.B3.S2.MA3	Through mini assessments, classroom walkthroughs and lesson plans	Couret, Michelle	9/5/2014	Performance Matters data and I observation data/feedback	6/3/2015 biweekly
G1.B2.S2.MA1	Data meeting to discuss student progress based on FSS.	Couret, Michelle	8/18/2014	Student data found on Performance Matters, Digital program data	6/3/2015 monthly
G1.B2.S2.MA1	Classroom observations will be conducted to ensure consistent I/E lessons.	Couret, Michelle	8/18/2014	Lesson plan checks and iobservation data	6/3/2015 weekly

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. Westbrooke Elementary School will increase the percentage of students scoring at proficiency and making learning gains on the Florida State Assessments.

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

G1.B1.S1 Implement CHAMPs school wide

PD Opportunity 1

CHAMPs school team is being developed to introduce strategies in all classrooms by the end of the year

Facilitator

Taja McRae

Participants

All Teachers

Schedule

Quarterly, from 8/11/2014 to 6/3/2015

G1.B1.S2 Provide professional development on Marzano instructional strategies and differentiated instruction

PD Opportunity 1

Professional Development regarding Marzano engagement strategies will be provided for the school team, then to all teachers.

Facilitator

Michelle Couret

Participants

All Teachers

Schedule

Quarterly, from 9/30/2014 to 6/3/2015

G1.B2 Teachers have limited understanding of how to increase rigor of instruction and how to develop rigorous student evidence artifacts.

G1.B2.S1 Provide professional development on Marzano instructional strategies and differentiated instruction.

PD Opportunity 1

Provide differentiated professional development to teachers based on needs as identified on teachers' Deliberate Practice Plans.

Facilitator

Instructional coach

Participants

All teachers

Schedule

Monthly, from 8/11/2014 to 6/3/2015

G1.B3 Teachers have limited understanding of newly implemented Florida State Standards

G1.B3.S1 Provide time for Grade Level Teams to analyze and plan implementing Florida State Standards

PD Opportunity 1

Planning for implementation of standards via half day planning sessions

Facilitator

Michele Williams

Participants

All Teachers

Schedule

Every 6 Weeks, from 9/5/2014 to 6/3/2015

G1.B3.S2 Provide Professional Development for Florida State Standards through deconstructing process.

PD Opportunity 1

Select teachers will participate in Core Connections professional development to review LAFS.

Facilitator

Core Connections

Participants

Targeted K-3 teachers and all 4th and 5th grade teachers

Schedule

Every 2 Months, from 8/13/2014 to 6/3/2015

Budget Rollup

Summary

Description	Total
Goal 1: Westbrooke Elementary School will increase the percentage of students scoring at proficiency and making learning gains on the Florida State Assessments.	13,350
Grand Total	13,350

Goal 1: Westbrooke Elementary School will increase the percentage of students scoring at proficiency and making learning gains on the Florida State Assessments.

Description	Source	Total
B3.S1.A1 - Substitutes for half day planning for all teachers.	General Fund	9,150
B3.S2.A1 - Substitutes for Core Connections Training	General Fund	4,200
Total Goal 1		13,350