

# West Oaks Elementary



2014-15 School Improvement Plan

## West Oaks Elementary

905 DORSCHER RD, Orlando, FL 32818

[ no web address on file ]

### School Demographics

**School Type**  
Elementary

**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	B	C	B	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	<a href="#">Ella Thompson</a>
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 producers 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**

West Oaks Elementary School works diligently to foster lasting relationships with students and their parents by hosting cultural events and supporting our school's Parent Leadership Council. Teachers provide academic support to ELL students and provide translations when needed for parent conferences and school-wide programs. Throughout the course of the school year, West Oaks celebrates Black History Month, Hispanic Month and various cultural venues.

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

West Oaks Elementary school has adopted the CHAMPs school wide program to embrace a culture of mutual respect. The CHAMPs program teaches students to interact respectfully and to value diversity, thereby reducing cultural differences that may manifest as misbehavior. Students feel empowered and happy to be in school and interacting with their peers and teachers. We have developed a common language regarding behaviors among all staff members so we are providing a safe and respectful learning environment for all students.

##### **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**

West Oaks utilizes CHAMPs – Classwide Positive Behavior Support (PBS) to curtail behavior challenges. Throughout the course of the school year, CHAMPs will provide our students with the knowledge of how to effectively improve:

- \*classroom behavior; on-task, work completion, cooperation
- \* establish clear classroom behavior expectations with logical and fair responses for misbehavior
- \* motivate students to put forth their best efforts; perseverance, pride in work
- \* reduce misbehavior; disruptions, disrespect, non-compliance
- \* increase academic engagement, resulting in improved test scores
- \* spend less time disciplining students and more time teaching them

Training:

All personnel were CHAMPs trained during pre-planning and provided charts and CHAMPs manipulatives to support the CHAMPs program.

##### **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**

West Oaks ensures the emotional needs of all students are being met by providing an onsite Devereux Counselor. This site-based counselor supports students' academic and emotional needs. Through our ADDitions volunteer service, West Oaks has partnered with various local organizations to ensure the emotional and social needs of our students are met.

### 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

The school leadership team is assigned to specific grade levels to provide academic and behavior support. The Child Study Team will delineate academic needs for reading, math and interventions for struggling students.

The team will monitor the following biweekly:

- 1) Attendance below 90%
- 2) Level 1 and Level 2 students for reading and math
- 3) One or more suspensions, whether in school or out of school
- 4) Attaining a low C or D on report cards in reading or math
- 5) Before and after school students
- 6) Students lacking support at home

#### 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	12	0	0	4	10	4	30
One or more suspensions	3	9	6	7	10	6	41
Course failure in ELA or Math	0	0	27	14	10	7	58
Level 1 on statewide assessment	0	0	0	43	23	31	97

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

Indicator	Grade Level					Total
	K	2	3	4	5	
Students exhibiting two or more indicators	1	5	14	11	9	40

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

The Child Study Team meets to discuss truancy and excessive tardiness with the parents. A plan is put in place to help ensure parents to get their student to school regularly and be on time. Students are being monitored for any Early Warning Signs by reviewing behavior and academic data. The MTSS team meets to develop a plan to ensure student success. The team will meet on a biweekly basis to review the progress and data to determine if the interventions have been successful or not.

### 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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/51683>.

**Description**

A PIP has been uploaded for this school or district - see the link above.

**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**

The school has numerous opportunities for parents to become involved in their student's academic progress. We encourage our parents to come out for our monthly SAC, PTO, and PLC meetings to learn about programs and strategies that are in place. Curriculum Nights (i.e. Literacy Night, Math Night, and Science Night), which provide hands on experiences for our parents, are offered throughout the school year. We also encourage parents to come out to Meet the Teacher, Open House and Report Card Night.

**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
Thompson, Cherie	Principal
Bekemeyer, Gwen	Instructional Coach
Chamblin, Aldo	Dean
Brown, James	Instructional Coach
Hatch, Natalie	Other
Hightower, Regina	Other
Lott, Rebecca	Instructional Coach
Stribling, Joy	Assistant Principal
Tyler, Thomas	Instructional Coach
Watts, Forrester	Instructional Coach

**Duties**

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

Principal, Cherie Thompson and Assistant Principal, Joy Stribling: Provide a common vision for the use of data-based decision-making, ensure that the school-based team is implementing MTSS,

conduct assessment of MTSS skills of school staff, ensure implementation of intervention support and documentation, ensure adequate professional development to support MTSS implementation, and communicate with parents regarding school-based MTSS plans and activities.

MTSS Coach, Gwen Bekemeyer: Responsible for facilitating training for problem-solving and response to intervention skills. She works collaboratively with the school-based problem-solving team to develop and implement training. She also serves as the data reading coach to facilitate the management and

interpretation of data necessary to develop, implement and evaluate tier 1, 2 and 3 interventions.

Dean, Aldo Chamblin: Provides research based behavior interventions, recommendations and instruction within the CHAMPS Programs.

Staffing Specialist, Natalie Hatch: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching.

Math Coaches, James Brown (K-2) and Thomas Tyler (3-5) and Science Coach, Rebecca Lott: Develops, leads, and evaluates school core content standards/programs; identifies and analyzes existing literature on scientifically based curriculum and intervention approaches. Identifies systematic patterns of student needs while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervention services for children to be considered "at risk"; assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Behavior Specialist, Regina Hightower: Facilitates and coaches teams through the development and implementation of functional behavior assessments, behavior interventions plans and crisis plans for identified students. She provides social skills instruction to students utilizing research based methodologies and approved district curricula. She collaborates with school personnel, agencies, and families in coordinating individualized ESE services for students. She completes all reporting requirements as mandated by the district, state, federal, and educational agencies (i.e. restraint and seclusion, assessments, behavioral data). Also participates in the development of Individualized Educational Plans for students and collects and summarizes behavioral data.

Curriculum Resource Teacher, Forrest Watts: Develops documents necessary to manage and display data; provides professional development to teachers and staff regarding data analysis, management and implementation to drive instruction. Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of Tier 1, Tier 2, and Tier 3 intervention plans.

***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 Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, Tier 2, and Tier 3 targets; academic and social/emotional areas that need to be addressed; helped set clear expectations for instruction; facilitated the development of a systematic approach to teaching; and aligned processes and procedures.

Saturday School Enrichment Classes for grades 2-5: Reading, Math. Writing and Science.

Onsite Devereux Counselor- Site based counselor to help support students academic and emotional needs

YMCA Reads- After school and during school tutoring program for Kindergarten- 2nd grade students.

DARE- Anti-drug program for elementary students

SAI- Tutoring for reading, and math

**School Advisory Council (SAC)**

**Membership**

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

Name	Stakeholder Group
Shannon Currie	Parent
Cherie "Lynn" Thompson	Principal
Marie Maxi	Education Support Employee
Steve January	Parent
Carol Williams	Parent
Wanda Carter	Parent
Baptiste Orthodontist	Business/Community
Adrienne Nabbie	Teacher
Marschar Alexis	Teacher
Thomas Tyler	Teacher
Myra Fraticelli	Education Support Employee

**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*

Last year's school improvement plan was structured in a similar format with many of the same barriers and goals impeding the progress toward those goals. Many of the curriculum goals were not met in 2013-14 school year.

*Development of this school improvement plan*

West Oaks Elementary uses the FLDOE school improvement template. The template aligns with the Framework for Teaching and Learning non-negotiables and is designed to maintain focus of all students. Discussions at SAC are used to help organize and plan strategies that maintain focus on continuous improvement, increasing student achievement and closing the achievement gap.

*Preparation of the school's annual budget and plan*

School improvement funds will be used to provide instructional materials for students identified as below grade level in reading and or math. Additionally, materials and support will be provided to Tier II and Tier III students utilizing I Ready.

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

Tutoring materials were provided through school improvement funds. Approx \$4,000 were spent on tutoring materials.

**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
Thompson, Cherie	Principal
Bekemeyer, Gwen	Instructional Coach
Garcia, Susan	Teacher, K-12
Hatch, Natalie	Teacher, ESE
Hightower, Regina	Teacher, ESE
Lott, Rebecca	Instructional Coach
Williams-Irving, Mavis	Teacher, K-12
Watts, Forrester	Instructional Coach
Tyler, Thomas	Instructional Coach
Trueblood, Jeena	Teacher, K-12
Thompson, Terrasina	Teacher, K-12
Stribling, Joy	Assistant Principal
Nabbie, Adriene	Teacher, K-12
Martin, Jeff	Teacher, K-12
Brown, James	Instructional Coach

**Duties**

***Describe how the LLT promotes literacy within the school***

The Literacy Leadership Team will collaborate with teachers on the implementation of core and supplemental research based reading programs and writing processes that meet grade level benchmark standards. This team will collect and analyze formation and summative data from several different sources to determine the root of students' literacy (reading and writing) needs, allowing the Literacy Leadership Team to make informed decisions in selecting the most effective and efficient interventions based on students' individual needs as evidence.

The school provided Literacy Night to families providing grade level appropriate activities focusing on reading strategies.

**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**

Each grade level team has a common planning time Monday through Friday. Twice each week each team meets with instructional coaches to complete lesson plans for math and science with the guidance of the coaches. Teachers and coaches share best practices and instructional strategies pertinent to the lessons being planned. Coaches leave teachers positive and constructive feedback after conducting classroom walk-throughs each day.

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

All teachers at West Oaks Elementary are recruited, interviewed and hired based on the Orange County Public School recruitment, screening and hiring procedures. To retain highly qualified teachers, West Oaks Elementary provides extensive staff development opportunities as well as additional resources as needed. Teacher effectiveness is observed, monitored and supported with regular classroom visits and walk-throughs by school administration.

New teachers are paired with veteran teachers, team leaders and instructional coaches to provide mentoring and support. All instructional personnel are provided weekly ongoing professional development and encouraged to grow as instructional leaders. All teachers are involved in grade level PLCs and in book studies' teams.

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

West Oaks Elementary identifies skilled, experienced teachers with strong classroom management and instructional practices and partners them with a new teacher in a mentor-mentee relationship. The mentor/mentees are provided time to co-plan and coaching/observing opportunities are provided. The CRT, Math, Science and Instructional coaches are available to provide push-in support or model lessons.

## **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***

Students are tracked using the MTSS process. Tier 3 students are receiving several interventions during the school day and invited to participate in tutoring e.g. interventions after-school. Tier 2 students are receiving interventions throughout the school day and as needed/as space becomes within the after-school program. Teachers provide classroom interventions for their Tier 3 and Tier 2 students based on their specific needs during both reading and math instruction in the form of small group target skill focus instruction.

##### ***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: 3,480**

Reading Acceleration and After School Tutoring (Academic Tutoring Service) will provide enrichment and remediation after-school instruction for levels 2, 3, 4, and 5 students in reading, math, writing, and science.

**Strategy Rationale**

Students will benefit from additional instruction and practice within foundation and enrichment reading, and math strategies.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Thompson, Cherie , [cherie.thompson@ocps.net](mailto:cherie.thompson@ocps.net)

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

Review of weekly mini-assessments on targeted skills, exit slips, iReady data reports and class work.

**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 Support Coaches will work to develop a vertical collaborative partnership with Pre-K and Kindergarten teachers. This team will identify the academic and social skills necessary for Kindergarten readiness, along with a developmental plan and timeline for accomplishing the skills. Mid-year the teams will meet to evaluate and revise their plan as needed. The Pre-K Teacher will also meet with the Pre-K parents to share the upcoming school years' expectations, the academic and social strengths or their Pre-K student and early signs of difficulties if applicable. Each spring neighboring students who attend area day care facilities or participate in Head Start Programs near the school are invited to visit our campus and learn the various curriculum we utilize to meet state standards. All parents are invited to join their son/daughter on campus at Meet the Teacher and during the First Day of School to familiarize themselves with school procedures. Fifth grade students are visited by teachers and guidance counselors from the middle school to share school policies, procedures and information regarding core courses and electives.

**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**

West Oaks Elementary School has culturally embedded AVID in all 5th grade classes. AVID helps students prepare for college by teaching them higher order thinking skills, self advocacy and organizational skills. Fifth grade students make middle school transition visits in an effort to provide

an informed decision making course process and prepare for the secondary education. West Oaks also participates in TEACH-IN inviting guests to our campus to speak about their chosen career.

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

West Oaks Elementary seeks to ensure that students are educated about the world outside their living community. Instruction incorporates a plethora of nonfiction text in order to teach students about the real world events, relevant history, notable people and prepare students to read textbooks used in secondary education.

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

Education on the elementary level is to ensure all students leave with foundation skills that will lead to academic success in the future. West Oaks seeks to meet the OCPS essential outcomes which include all students reading on grade level and possessing fact fluency.

***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***

Students in elementary school are exposed to an increasing percentage of non-fiction texts throughout elementary school up to the fifth grade. Students interact with a variety of texts while using various reading strategies across curricular activities. Higher order thinking skills are embedded in all lessons and activities to support lessons extensions and complexity. All curriculum is researched based with directly supports the MAFS and LAFS. A component of iReady will be used for Tier III students to help close the learning gap and build necessary foundational reading and math skills. A broader component within iReady will be utilized to target specific lagging skills and provide interventions for small intense group instruction focusing on target skills.

## 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 as a result of teachers' understanding and use the Florida Standards and the Instructional Framework .
- G2.** Student achievement will increase with the implementation of the MTSS process.

## 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 as a result of teachers' understanding and use the Florida Standards and the Instructional Framework . 1a**

G039737

**Targets Supported 1b**

Indicator	Annual Target
AMO Math - SWD	43.0
AMO Reading - SWD	45.0
AMO Math - All Students	58.0
AMO Reading - All Students	63.0
Math Lowest 25% Gains	75.0
Math Gains	68.0
ELA/Reading Lowest 25% Gains	81.0
ELA/Reading Gains	75.0
FCAT 2.0 Science Proficiency	60.0

**Resources Available to Support the Goal 2**

- Instructional Coaches and Administrators
- Teachers
- Item Specifications and Instructional Focus Calendars
- Performance Matters
- Core Reading and math programs
- Marzano Framework

**Targeted Barriers to Achieving the Goal 3**

- Teachers lack instructional knowledge and skill in planning and delivering rigorous lessons, standards based instruction and assessment across content.
- We have a high number of students not reading on grade level.
- Teachers have difficulty creating rigorous learning goals and scales that align to the standards.

**Plan to Monitor Progress Toward G1. 8**

Conduct classroom walk-throughs and review lesson plans for differentiated instructional strategies. Performance Matters data will be reviewed.

**Person Responsible**

Cherie Thompson

**Schedule**

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

**Evidence of Completion**

Report Cards/Progress Reports-increase of passing grades, district benchmark assessments, common assessments.

**G2. Student achievement will increase with the implementation of the MTSS process.** 1a

G039738

**Targets Supported** 1b

Indicator	Annual Target
AMO Math - All Students	58.0
Math Gains	68.0
Math Lowest 25% Gains	75.0
AMO Reading - All Students	63.0
ELA/Reading Gains	75.0
ELA/Reading Lowest 25% Gains	81.0

**Resources Available to Support the Goal** 2

- Student achievement data: iReady, Benchmark and Mini Assessment Data. Research-based instructional and intervention resources and strategies, MTSS Team.

**Targeted Barriers to Achieving the Goal** 3

- Teachers lack knowledge and understanding of to differentiate instruction.
- Teachers have an unclear knowledge on the problem solving process.

**Plan to Monitor Progress Toward G2.** 8

Look at lesson plans, progress book and notes from planning. Analyze student progress monitoring data.

**Person Responsible**

Cherie Thompson

**Schedule**

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

**Evidence of Completion**

Report Cards/Progress Reports-increase in passing grades and district benchmarks, iObservation data, iReady student reports. Weekly PLC data chat forms with new standards, evidence of increased student achievement using benchmark data, and MTSS data chats using the MTSS problem solving form.

## 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 as a result of teachers' understanding and use the Florida Standards and the Instructional Framework . **1**

 G039737

**G1.B1** Teachers lack instructional knowledge and skill in planning and delivering rigorous lessons, standards based instruction and assessment across content. **2**

 B096008

**G1.B1.S1** Develop a reading instructional focus calendar for teachers to follow as it relates to LAFS. **4**

 S107199

### Strategy Rationale

The focus calendar will provide teachers with guidance and ensure important content is covered with fidelity systematically.

### Action Step 1 **5**

Teachers will meet to create a grade level instructional focus calendar for the year. They will meet monthly to review their calendars and make adjustments as needed dictated by data points.

### Person Responsible

Cherie Thompson

### Schedule

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

### Evidence of Completion

Classroom Walk -throughs, weekly lesson plan meetings with coaches and administration, lesson plan review, review instructional focus calendars

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

Participate in common planning meetings ensuring all lessons correlate/support the LAFS, review lesson planning outcomes and specifically reading workshop lesson plans.

**Person Responsible**

Cherie Thompson

**Schedule**

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

***Evidence of Completion***

Collect notes from weekly lesson planning meetings with Instructional Support Coaches, Classroom Walk-throughs, and reviewing weekly lesson plans in addition to providing systematic iObservation feedback.

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

Collect weekly assessments and review progress book grade entries. Review lesson plans for rigor supporting the LAFS.

**Person Responsible**

Cherie Thompson

**Schedule**

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

***Evidence of Completion***

Documentation of weekly monitoring to determine if pacing is on target or behind, benchmark and mini assessment data. In addition to reviewing iObservation input feedback documentation with teachers. Performance Matters data will be reviewed.

**G1.B2** We have a high number of students not reading on grade level. 2

B096009

**G1.B2.S1** Teachers will actively utilize differentiated instruction through daily small group sessions, progress monitor student's progress weekly. Teachers will continue to broaden their understanding of LAFS and instructional frameworks focusing on item specifications. 4

S107200

**Strategy Rationale**

Teachers currently do not have an understanding of the new Florida State Standards.

**Action Step 1** 5

Teachers will actively utilize differentiated instruction through daily small group sessions, progress monitor student's progress weekly. Teachers will continue to broaden their understanding of FLA and instructional frameworks focusing on item specifications. Review weekly assessments and provide skill specific exit slips for all small group lesson to monitor student progress.

**Person Responsible**

Cherie Thompson

**Schedule**

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

**Evidence of Completion**

Weekly Lesson Planning meetings, Benchmark Assessments, FAIR, and STAR Assessments

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

Classroom Walk Throughs and Notes from weekly planning meetings  
Administrators and coaches will provide iObservation feedback reflection data to the instructional staff as we review feedback notes collaboratively.

**Person Responsible**

Cherie Thompson

**Schedule**

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

**Evidence of Completion**

Collect notes from weekly lesson planning meetings with Instructional Support Teachers, Classroom Walk Through, and reviewing weekly.

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

Weekly assessments and weekly exit slips

**Person Responsible**

Cherie Thompson

**Schedule**

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

**Evidence of Completion**

Report Cards/Progress Reports-increase of passing grades , exit slips, and district benchmark assessments

**G2. Student achievement will increase with the implementation of the MTSS process. 1**

 G039738

**G2.B1 Teachers lack knowledge and understanding of to differentiate instruction. 2**

 B096011

**G2.B1.S1 Model lessons that demonstrate differentiated instruction through whole group and small group instruction. 4**

 S107202

**Strategy Rationale**

Once teachers have identified their students by tiers in the MTSS process, students will need to be provided with intervention time and resources to bridge the gap in their learning in a small group setting.

**Action Step 1 5**

Coaches will facilitate common planning with teachers to support them in developing differentiated instruction and small intervention center activities and teacher guided lessons.

**Person Responsible**

Gwen Bekemeyer

**Schedule**

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

**Evidence of Completion**

iReady reports, Star Data, ProgressBook, I observation data and feedback

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

Classroom Walk -throughs and participate in various grade level planning meetings in addition to reviewing grade level planning meeting notes.

**Person Responsible**

Cherie Thompson

**Schedule**

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

***Evidence of Completion***

Collect notes from weekly lesson planning meetings with Instructional Support Teachers, Classroom Walk Throughs, and reviewing weekly lesson plans, and exit slips

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

Weekly Assessments and weekly exit slips, Conduct classroom walk-throughs and routinely review lesson plans for differentiated instructional strategies to meet the needs of diverse learners.

**Person Responsible**

**Schedule**

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

***Evidence of Completion***

Report Cards/Progress Reports, increase in passing grades, exit slips, and district benchmark assessments, iObservation data and common assessment data.

**G2.B2** Teachers have an unclear knowledge on the problem solving process. 2

 B130295

**G2.B2.S1** Provide professional development on the problem solving model and the MTSS process for tracking student data. 4

 S142311

**Strategy Rationale**

The MTSS process for tracking student data needed for student success is not embedded in the school culture.

**Action Step 1** 5

Provide professional development on the problem solving model, the MTSS plan, and tracking student data.

**Person Responsible**

Gwen Bekemeyer

**Schedule**

On 9/10/2014

***Evidence of Completion***

MTSS Plan, sign-in sheets of professional development, MTSS meetings or data chats, PLC data notebooks with student data to monitor student progress.

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

Conduct MTSS meetings, PLC data chats, observe Tier 2 and 3 instruction, and review lesson plans.

**Person Responsible**

Cherie Thompson

**Schedule**

***Evidence of Completion***

MTSS team notes, focusing on trends observed during classroom walk-throughs, lesson plan feedback, and progress monitoring data used during intervention.

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

Analyze student progress monitoring data

**Person Responsible**

Cherie Thompson

**Schedule**

Weekly, from 9/10/2014 to 5/29/2015

**Evidence of Completion**

Mastery of targeted skills indicated in MTSS data notebooks, iObservation feedback, effective use of research-based interventions documented on lesson plans

**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	Teachers will meet to create a grade level instructional focus calendar for the year. They will meet monthly to review their calendars and make adjustments as needed dictated by data points.	Thompson, Cherie	8/18/2014	Classroom Walk-throughs, weekly lesson plan meetings with coaches and administration, lesson plan review, review instructional focus calendars	5/29/2015 weekly
G1.B2.S1.A1	Teachers will actively utilize differentiated instruction through daily small group sessions, progress monitor student's progress weekly. Teachers will continue to broaden their understanding of FLA and instructional frameworks focusing on item specifications. Review weekly assessments and provide skill specific exit slips for all small group lesson to monitor student progress.	Thompson, Cherie	8/18/2014	Weekly Lesson Planning meetings, Benchmark Assessments, FAIR, and STAR Assessments	5/29/2015 weekly
G2.B1.S1.A1	Coaches will facilitate common planning with teachers to support them in developing differentiated instruction and small intervention center activities and teacher guided lessons.	Bekemeyer, Gwen	8/18/2014	iReady reports, Star Data, ProgressBook, I observation data and feedback	8/29/2014 weekly
G2.B2.S1.A1	Provide professional development on the problem solving model, the MTSS plan, and tracking student data.	Bekemeyer, Gwen	9/10/2014	MTSS Plan, sign-in sheets of professional development, MTSS meetings or data chats, PLC data notebooks with student data to monitor student progress.	9/10/2014 one-time
G1.MA1	Conduct classroom walk-throughs and review lesson plans for differentiated instructional strategies. Performance Matters data will be reviewed.	Thompson, Cherie	8/18/2014	Report Cards/Progress Reports-increase of passing grades, district benchmark assessments, common assessments.	5/29/2015 weekly
G1.B1.S1.MA1	Collect weekly assessments and review progress book grade entries. Review lesson plans for rigor supporting the LAFS.	Thompson, Cherie	8/18/2014	Documentation of weekly monitoring to determine if pacing is on target or behind, benchmark and mini assessment data. In addition to reviewing iObservation input feedback documentation with teachers. Performance Matters data will be reviewed.	5/29/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.MA1	Participate in common planning meetings ensuring all lessons correlate/support the LAFS, review lesson planning outcomes and specifically reading workshop lesson plans.	Thompson, Cherie	8/18/2014	Collect notes from weekly lesson planning meetings with Instructional Support Coaches, Classroom Walk-throughs, and reviewing weekly lesson plans in addition to providing systematic iObservation feedback.	5/29/2015 weekly
G1.B2.S1.MA1	Weekly assessments and weekly exit slips	Thompson, Cherie	8/18/2014	Report Cards/Progress Reports-increase of passing grades , exit slips, and district benchmark assessments	5/29/2015 weekly
G1.B2.S1.MA1	Classroom Walk Throughs and Notes from weekly planning meetings Administrators and coaches will provide iObservation feedback reflection data to the instructional staff as we review feedback notes collaboratively.	Thompson, Cherie	8/18/2014	Collect notes from weekly lesson planning meetings with Instructional Support Teachers, Classroom Walk Through, and reviewing weekly.	5/29/2015 weekly
G2.MA1	Look at lesson plans, progress book and notes from planning. Analyze student progress monitoring data.	Thompson, Cherie	8/18/2014	Report Cards/Progress Reports-increase in passing grades and district benchmarks, iObservation data, iReady student reports. Weekly PLC data chat forms with new standards, evidence of increased student achievement using benchmark data, and MTSS data chats using the MTSS problem solving form.	5/29/2015 weekly
G2.B1.S1.MA1	Weekly Assessments and weekly exit slips, Conduct classroom walk-throughs and routinely review lesson plans for differentiated instructional strategies to meet the needs of diverse learners.		8/18/2014	Report Cards/Progress Reports, increase in passing grades, exit slips, and district benchmark assessments, iObservation data and common assessment data.	5/29/2015 weekly
G2.B1.S1.MA1	Classroom Walk -throughs and participate in various grade level planning meetings in addition to reviewing grade level planning meeting notes.	Thompson, Cherie	8/18/2014	Collect notes from weekly lesson planning meetings with Instructional Support Teachers, Classroom Walk Throughs, and reviewing weekly lesson plans, and exit slips	5/29/2015 biweekly
G2.B2.S1.MA1	Analyze student progress monitoring data	Thompson, Cherie	9/10/2014	Mastery of targeted skills indicated in MTSS data notebooks, iObservation feedback, effective use of research - based interventions documented on lesson plans	5/29/2015 weekly
G2.B2.S1.MA1	Conduct MTSS meetings, PLC data chats, observe Tier 2 and 3 instruction, and review lesson plans.	Thompson, Cherie	9/10/2014	MTSS team notes, focusing on trends observed during classroom walk-throughs, lesson plan feedback, and progress monitoring data used during intervention.	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.** Student achievement will increase as a result of teachers' understanding and use the Florida Standards and the Instructional Framework .

**G1.B2** We have a high number of students not reading on grade level.

**G1.B2.S1** Teachers will actively utilize differentiated instruction through daily small group sessions, progress monitor student's progress weekly. Teachers will continue to broaden their understanding of LAFS and instructional frameworks focusing on item specifications.

### **PD Opportunity 1**

Teachers will actively utilize differentiated instruction through daily small group sessions, progress monitor student's progress weekly. Teachers will continue to broaden their understanding of FLA and instructional frameworks focusing on item specifications. Review weekly assessments and provide skill specific exit slips for all small group lesson to monitor student progress.

#### **Facilitator**

Forrester Watts and Beckemeyer

#### **Participants**

All instructional staff

#### **Schedule**

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

**G2.** Student achievement will increase with the implementation of the MTSS process.

**G2.B2** Teachers have an unclear knowledge on the problem solving process.

**G2.B2.S1** Provide professional development on the problem solving model and the MTSS process for tracking student data.

**PD Opportunity 1**

Provide professional development on the problem solving model, the MTSS plan, and tracking student data.

**Facilitator**

MTSS Team, Leadership Team

**Participants**

K-5 Teachers, instructional coaches

**Schedule**

On 9/10/2014