Westside K 8 School

2014-15 School Improvement Plan

Westside K 8 School

2551 WESTSIDE BLVD, Kissimmee, FL 34747

www.osceola.k12.fl.us

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Combination	Yes	77%

Alternative/ESE Center	Charter School	Minority
No	No	68%

School Grades History

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

School Board Approval

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

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.

Table of Contents

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

Westside K-8 builds a meaningful learning community by creating a challenging and innovative environment which inspires all individuals towards excellence.

Provide the school's vision statement

Westside K-8 is a nurturing community which inspires all to become high achieving members of a progressive global society.

School Environment

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

Westside K-8 ensures a process of researching and understanding the cultures of the students in attendance at our schools. There is collaboration with our school district Multicultural department in order to ensure proper training and support to staff members on the specifics of cultural differences among our students and ways in which to effectively educate and build relationships with each culture. Westside K-8 will infuse various activities, lessons and/or functions (based on age and grade appropriateness). Those items are including, but not limited to the History of Holocaust, the History of Africans and African Americans, the Hispanic Contributions, Women's Contributions and Sacrifices of Veterans and other historical and culturally relevant topics.
Some of these topics and references will be celebrated throughout the year and infused in larger scale functions school-wide (such as parent night events).
Ensure that all students are consistently engaged in the learning process through a variety instructional techniques that foster high levels of thinking supported by current research.
Create and Maintain systematic intervention programs so that every child receives timely interventions when struggling to achieve academic and social success. Create and Maintain systematic intervention programs so that every staff member receives timely interventions when struggling.
Working within a Professional Learning Community, all staff members will collaborate to deliver effective, differentiated instruction that maximizes student learning and closes the achievement gap.
Foster a school climate where excellent behavior is expected, positive school spirit is experienced by all, recognition of remarkable effort and achievement is celebrated for all students and staff, and school facilities reflect ownership of a thriving school community.
Communicate with our learning community (staff, students, families, and our local community partners), efficiently, proactively, and in a timely manner to ensure a continued, successful partnerships.

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

Westside K-8 believes that every student has the right to learn as much as he/she possibly can. This means students must be able to listen, concentrate, share and work without interference. Westside K-8 School, believes in the Positive Behavior Support (PBS) system. As a PBS school, students are encouraged to follow rules for the school and the classroom. Both rewards and consequences are established by the PBS Team.
We created positively stated Tier 1 behavioral expectations based on our data, Mission Statement,

and Vision Statement. We then taught all students how rules in specific school settings align with expectations.

Our positively stated behavioral expectations and rules are displayed throughout the school campus. We post the word PRIDE which stands for Positivity, Respect, Integrity, Determination and Excellence. We continue to reinforce and teach these expectations to all students through morning announcements with character education lessons play every Monday (or Tuesday for Monday holidays). We also hold assemblies (held at the beginning of each semester) to teach/reteach behavioral expectations. New students will be oriented to expectations, rules, cash, etc. by guidance counselor.

Westside also has procedures for reinforcing positive behavioral expectations and rules (e.g., Students will receive school cash (i.e.,Warrior Bucks) for exhibiting positive behavioral expectations and following rules. Positive, specific verbal praise such as, "You have shown responsibility by throwing your trash away" will also be used. Each staff member is encouraged to distribute at least 10 Warrior Bucks per day to students who require behavioral change, students who always or most often follow expectations and rules, and to any students who follow expectations and rules in the classroom, hallway, cafeteria, special areas, etc. With the Warrior Bucks, students will go to the school store once per month via a teacher rotation. School-wide positive behavior activities such as social time, dress down day, dances, hat day, etc. can also be purchased with Warrior Bucks.

In conjunction to the teaching and enforcing of positive behavior, Westside follows district safety procedures throughout the school to ensure student safety.

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

Westside K-8 has a clearly defined, consistent Discipline Referral Process with effective consequences used to discourage inappropriate behavior. The school leadership team in conjunction with the PBS team developed a continuum of behaviors that can be teacher-managed and those that may require a referral depending on severity, duration, and/or frequency and will develop a flowchart that depicts the discipline process. The team developed a list of consequences/interventions that teachers will use based on the behavior. All staff members were trained at grade level meetings during the month of September and follow up will occur as needed. We formulated a plan for training staff on how to implement all components of the Tier 1 Positive Behavior System. An introductory assembly for all staff members occured during pre-planning with follow-up throughout the year as needed based on data and development of new intervention plans. Follow-up training by team members will occur during PLC's or other group meeting times.The team will track staff use of positive reinforcement (e.g., Warrior bucks) and track student participation in activities. Graphs of specific targeted behaviors, OSS, ISS, attendance, etc. will be reviewed monthly. The team will review climate surveys at the end of the school year.

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

Westside K-8 employs three counselors. Counselors are responsible for maintaining communication with the teachers and staff with regards to potential student health and academic concerns. Counselor duties also include (but are not limited to):
• Taking part in the operational school based MTSS team that meets weekly to discuss students with barriers to academic and social success.
• Implement Check-in/Check-out systems for students in need, Check and Connect utilized with students in
need of positive adult interactions and positive feedback throughout the school day.
• Connect students to agencies who have Cooperative Agreements or are on campus. .
• Engage with identified staff school (i.e. school-based team leader) to provide a differentiated

delivery of
services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources). Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services
they need.
• Conducting at least 3 to 5 groups groups/lessons each month/ implementing Instruction and various campus activities that address social/emotional needs of students.
• Coordinating make-up work for students with extended illnesses
• Reviewing cumulative folders for all students receiving guidance referrals and out-of-school suspension.
• Responsible for disseminating information to teachers regarding student health concerns.
• Counseling students upon return from out-of-school suspension.
• Maintains an accurate, current data base of students grades
• Being involved in ALL aspects of grade level articulation
• Conducting Monthly New Student Orientations for students within your grade levels

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

An early warning triage system will be developed and discussed by the MTSS team (which includes all members of the leadership team). This team will utilize data systems to identify students who have attendance, behavioral or academic concerns. They will also create data decision rules for number of absences or OSS before referral generated to SBT. The team will ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules; Finally, the team will utilize data driven practices to assess the needs of the students and the barriers blocking their success (Data-Driven Decision Making). Our early warning indicators are:
*Students who miss more than 10% or more of available instructional time.
*Third grade retention
*2 or more behavioral referrals
Level 1 score of standardized assessment in reading or mathematics
(*Items for level 1 below represent Mathematics scores*)

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	6	7	8	
Attendance below 90 percent	11	24	14	14	11	13	9	12	13	121
One or more suspensions	1	4	9	11	6	11	5	6	8	61
Course failure in ELA or Math	0	0	0	0	0	0	9	11	5	25
Level 1 on statewide assessment	0	0	0	40	21	29	20	17	28	155

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

Indicator	Grade Level								Total
	1	2	3	4	5	6	7	8	
Students exhibiting two or more indicators	24	14	14	11	13	13	17	13	119

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

We will intervene with the following:
• Effective multi-disciplinary MTSS teams in place to problem solve and create action plans;
• Implement a school wide intervention program called Warrior University. We will use SAI dollars and resources as well as resources purchased through Title I fuinds
• Planned Discussions and goal setting for identified students through PLCs and other group and individual teacher processes.
• Notification procedures for parents, agency and community outreach;
• Develop and implement a comprehensive school counseling program with dedicated time to develop, implement and evaluate supplemental (small group) and intensive (individual) interventions, connecting students and their families to needed school-based and community resources;
• Create evidence-based interventions to close student need gaps related to earning warning system. For example: Attendance intervention strategies, targeted solution focused counseling (individual and/or group), parent collaboration/education.

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

Title I Schools, in collaboration with parents, teachers, staff and community stakeholders, annually prepare and submit to FLDOE a detailed Parent Involvement Plan (PIP). All parents are invited to provide input into the PIP design. The final version of the plan is presented to the School Advisory Council (SAC) for approval, prior to FLDOE upload.
Required components of the plan include the annual Title I Meeting. The District Title I office provides a PowerPoint template with areas for the school to personalize mission, vision, curriculum and demographic information to share with parents at the annual meeting. Another area of the PIP focuses on staff training activities in effectively engaging parents to participate in the academic achievement of their children. District Title I provided training modules include the five levels of parent involvement, along with cultural sensitivity training in collaboration with Title III. The plan also outlines annual Building Capacity events the school plans to involve parents in their child's academic progress along with community outreach integration.
All parents are also invited to participate in the preparation of the school Compact. The Compact document consists of three sections targeting: student, parent and teacher. It is a pledge to uphold the school's vision, mission and specific educational accountability. It is discussed and signed by every elementary student, parent and teacher. The Compact is sent home for parent review at the middle and high school levels.

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

Our school holds certain evening events such as Open House, Conference Nights, curriculum night, etc. in which local community are invited to attend and work with the school on communicating their efforts to parents. We ensure a connection with SAC, PTSO and other school programs so that they may support the school and student achievement efforts. We work with the various business partners to build programs that will lead to Professional Development or other effective strategies to supportive the school's mission and vision as well as parent to school interaction. We work with these partners to gain tutors and mentors and other resources that will help students in developing school success skills, building a college-going culture through the AVID program, and developing growth mindsets in children.

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
Winston, Nadia	Principal
Easton, Brandon	Assistant Principal
Santiago, Henry	Assistant Principal
Azis, Kim	Instructional Coach
Cowen, Amanda	Instructional Coach
Miller, Cynthia	Instructional Coach
Muzika, Jennifer	Instructional Coach

Duties

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

Each SBLT member serves on the MTSS/Problem-Solving team, as well as one or more MTSS Subcommittees. The Problem-Solving team looks at a variety of school-wide data and meets monthly. The subcommittees also meet monthy to look at data in their respective areas to make action plans for improvements to Tier 1, grouping of students in need in Tier 2, and intervention plans for students needing Tier 3 Individual interventions. The subcommittees are as follows:
K-2 Academics - Miller, Muzika, Santiago, Winston, Cowen
3-5 Academics - Miller, Muzika, Santiago, Winston, Cowen
6-8 Academics - Azis, Hall, Muzika, Easton, Winston, Cowen
K-5 Behavior and Attendance- Mabra, Fender, High, Santiago, Winston, Cowen
6-8 Behavior and Attendance - Gresh, Vergon, Easton, Winston, Cowen
Members are responsible for examining data, participating in meetings, serving as resources to teachers, and reporting on their area at MTSS/Problem-Solving Team meetings.

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/Problem-solving Team will examine school-wide data together and in subcommittees to identify areas (course, teachers, grade levels, etc.) in need of assistance in Tier 1. We will use the Problem-Solving outline for Tier 1 to evaluate what problems (low achievement, attendance, high rate of referrals), resources (funding, paraprofessional assistance, curriculum resources), and solutions exist. We will then create action plans for addressing these needs. We will use the same methods to identify individual and small group needs for the upper tiers of MTSS.

We will utilize teacher surveys, historical data, and walkthrough data to determine Professional Development needs of teachers in order to support them. We will pull on district personnel, resource teachers, and outside entities to provide necessary supports for building teacher capacity in the identified areas of need (identified by teachers as well as data examination).

Title I, Part A: Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities such as before school, after school, Saturday and summer school programs. The district coordinates with Title II and in ensuring staff development needs are provided. Extra personnel are provided through these programs such as Math coaches and reading coaches to develop and lead programs based on Common Core standards curriculum/ behavior assessment and intervention approaches.

Title I, Part C- Migrant: When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to endure the student needs are met.

Title I - Part D: When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II- Professional Development is provided for PDA+, Math Solutions, and Marzano Research Laboratory. It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation.

Title III- Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless: To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act,t he liaison provides health and academic referrals as well as vouchers for resources such as but not limited to shows, transportation, and school physicals.

School Advisory Council (SAC)

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

Name	Stakeholder Group
Steve Curtis	Parent
Nadia Winston	Principal
Rosa Acosta-Hertzman	Teacher
Beverly Robinson	Teacher
Virginia Colvin	Parent
Mona Curtis	Parent
Jessica Stewart	Teacher
Kimberly Azis	Teacher
Daniel Curtis	Student
Michaeal Curtis	Student
Rachel Curtis	Student
Courtney Foondle	Teacher
	Student

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 plan focused on two goals:
Goal #1- All teachers will implement effective Standards Based Instruction including strategies and accommodations/ modifications for ELL and SWD students.
Some of the strategies for goal 1 included: Teachers will be provided site-based and district-based professional development (state support and district support)
Standards-based instruction (reading, math, science)
Using test-specs to guide instructional planning
- Learning Goals/Scales (Common Board Configuration)
- Effective use of formative assessments to guide instruction
- Progress monitoring and data collection
Differentiating instruction
Establish model classrooms per grade level/department for observation
Instructional Rounds throughout grade levels and departments
Common planning periods for teachers infused within the Master Schedule to allow teachers to commonly plan lessons and assessments (protected from other meetings)
Continue training on effective collaborative planning
Goal #2- Westside K-8 will maintain staff through building teacher capacity and building school culture and climate.
The strategies for goal 2 were: Establish schedule or calendar with PD/assessment/data review time frames and planning meetings
Teachers will use PLC time to analyze and discuss student data in order to guide, re-teach, and differentiate un-mastered tested benchmarks
The Improvement made this year according to FCAT 2.0 2014 data was the following:
% of Students at Proficiency in Reading increased by 4%
% of Students at Proficiency in Math increased by 7%
% of Students at Proficiency in Science increased increased by 8%
% of Students making Learning Gains in Reading increased by 9%
% of Students making Learning Gains in Math increased by 25%

% of lowest quartile making Learning Gains in Reading increased by 11%
% of lowest quartile making Learning Gains in Math increased by by 29%

Development of this school improvement plan

The School Advisory Council was given the data for the school as it relates to FCAT 2.0 and other pertinent information. Information about the school grade and every academic area was presented. Representatives from the committee were given copies of the information and suggested goals for the 2014-15 school year. An opportunity for input and information was given. A parent sub-committee met to compile information to create the parent involvement plan (which is a section included in the parent involvement goal of the SIP). Another subcommittee compiled of parent, teachers and administrative staff members met to review data, discuss and create programs/intervention for the areas of discipline and attendance. These items will also be part of the school improvement plan.

Preparation of the school's annual budget and plan

The school's annual budget will be prepared by the principal but information given to entire school with regards to the division of the funds. Certain allocations will be made with respect to Other personnel services, technology (teacher lap top refresh plan), and other designated areas.

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

School Improvement funds will went toward ensuring the payment of student group activities such as TSA and AVID. Funds also assisted in purchasing school-wide classroom computer programs in order to assist in raising the achievement of the students.

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
Azis, Kim	Instructional Coach
Cowen, Amanda	Instructional Coach
Miller, Cynthia	Instructional Coach
Easton, Brandon	Assistant Principal
Santiago, Henry	Assistant Principal
Gonzalez, Lorraine	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team this year will be to increase the motivation of students (and parents) in the area of reading and to increase the overall reading achievement of all students. This includes increasing the number of students achieving high standards in reading, increasing the learning gains of students in reading and increasing the lowest 25% of students sin the

area of reading. Our literacy leadership team realizes that when the reading achievement is increased, this will positively impact the science scores as the science portion of the FCAT requires high levels of reading and reading comprehension strategies/skills. This will also impact future Social Studies EOC exams.

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

One venue for encouraging positive working relationships with teachers is participation in Learning Team Meetings. The master schedule has been designed to provide consistent time for teachers to meet by common content or grade level. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. Teachers will also meet in Professional Learning Communities. This time is also designated at the start of school (every first and third Wednesday) of the month.

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

Westside K-8 School will continue to utilize the district led recruitment activities such as the school district job fair, Great Florida Teach In, and other Fairs to recruit teachers to our school. In order to retain highly qualified staff members, we will continue to implement our mentor program and professional development programs.

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

Westside K-8 will create a complete mentor program. New teachers to the school as well as brand new teachers will be invited to monthly meetings where they will be oriented to various aspect of the school and items in relation to their school duties. This includes mandatory items such as progress reports, report cards. This will also be a time for collaboration between new teachers and their mentors. Other mentoring activities include professional development specific to brand new teachers and their needs. Teachers were paired up according to their grade level or subject area in which they teach. The mentors could include a curriculum coach or Learning Resource Specialist. The list is as follows:
NEW TEACHER MENTOR
Cowin, Jacira Lisa Bunofsky
Daversa, Jackie Erin Heitzman
Davis-Bryant, Ingia Gemma Whitbread
Flaherty, Maura Fran Hansen
Gamble, Kristin Tanya Wiseman
Kuers, Karen Rosa Acosta
Medrano, Aubrey Alex Fernandez
Morrow, Samuel Alexander Barth
Noble, Keranis Shawna Wachter
Smith, Tiana Lindsay Gray
Yates, Kathleen Courtney Foondle

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

Our school creates ongoing opportunities for teachers to unpack the Florida Standards and to plan and discuss reading and writing curriculum that aligns to the standards. This supports a deeper level of comprehension. These conversations and learning opportunities promote dialogue that can dispel misunderstandings and promote opportunities for growth in instructional practice, curriculum, and the standards.

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

Westside K-8 will implement the MTSS process to identify students with needs. Students will be designated for Tier 2 and Tier 2 interventions based on the teacher and team identification of students in need based on data. The school will also implement Warrior University intervention program school wide and specify intensive reading strategies, or the use of small group instruction within classrooms.
The school ensures every teacher contributes to literacy improvement of every student by:
•Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the Language Arts Florida Standards (LAFS)
•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
•Creating a schedule with an uninterrupted 90 minute reading block
•Creating a schedule with an additional 60 minute reading block (option for extended day)
•Creating a schedule with an uninterrupted 45-60 minute writing block
•Providing iii instruction based on student needs built into the master schedule (40 min) for Multi-Tiered interventions
•Providing a modified bell schedule for intervention time frame for middle school students
•Providing instruction aligned with the Language Arts Florida Standards for their grade level
•Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
•Administering assessments which measure instructed standards
•Monitoring progress at the class and grade level during Learning Team Meetings
•Conducting data chats with students
•Creating units of study based on current data
•Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
•Students self-selecting texts based on AR/Lexile levels
•Students receiving push-in/pull out services for ESE/ELL
•Providing LLI (Leveled Literacy Intervention) instruction
•Providing Process and Strategy charts for reminders of teaching

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: Extended School Day

Minutes added to school year: 5,400

Elementary age students in grades 3-5 will receive intervention in both reading and math. For reading, this intervention will take place and math, this remediation will take place 3 days a week for 45 minutes a day (M, T and TH). The lowest 25th percent, ELL, ESE and retained students will be targeted in such an intervention.

Students in grades 6-8 will receive assistance during the day (in some cases during their elective classes) using a waiver provision. This will take place three times a week for approximately 45 minutes each day. The students targeted will also be the lowest 25 percent, ELL, ESE, and retained students.

Enrichment will also be provided on Saturdays for students in the areas of reading, math, science and language arts for students identified as needing enrichment in these areas.

Strategy Rationale

Increase the student achievement in the areas of reading and math (with a specific focus on the lowest 25% which is predominately our ESE and ELL populations)O.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Winston, Nadia, winstonn@osceola.k12.fl.us

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

At the start of the program, a pretest will be given to assess student pre-requisite skills in the area that they will receive the assistance. This will give teachers more baseline data to use in the intervention time frame. STAR math and STAR reading data (as well as science district assessment data and Osceola writes data) will be collected and monitored on a bi-weekly, monthly or bi-monthly basis to check for student progress during the program. At the end of the program, a post-assessment will be given to assess student progress.

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.Two full time VPK units are on our school campus this school year to help students transition to Kindergarten. The program assists in increasing proficiency in basic pre-kindergarten skills, preparing students for Common Core Standards and developing the necessary social skills for school. We will assist in preschool transition into kindergarten through use of our kindergarten round up program. Through this program, we bring

students to kindergarten classes for orientation in Spring. In addition, we will be implementing the district screener for reading and math which will allow for us to properly place students in kindergarten. In the late spring, we will allow for some VPK student to experience a kindergarten day by pushing into the kindergarten classrooms in a rotational process. These students will experience a full kindergarten day including transition to block classes and the like.

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

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives include:
• The promotion of increased student participation and performance in Advanced Placement® (AP) coursework
• Placement of students scoring level 4 or 5 in various subjects in advances courses to prepare them for higher level courses in middle and high school.
• Our middle school participates in vertical articulation among high schools to create a pipeline of rigorous instruction so that students are college ready and prepared for post-secondary success
• The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies
• Guidance Services working with schools to inform and support students and parents in programs that will inform them on future graduation and college readiness goals

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

We have the following programs:
• Arts, A/V Technology & Communication
• Engineering & Technology Education
• Information Technology

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

N/A

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

N/A

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.   All teachers will implement effective Standards Based Instruction to ensure gains.

G2.   Improve school climate and morale in order to retain high quality staff members.

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. All teachers will implement effective Standards Based Instruction to ensure gains. `1a`

Targets Supported `1b`

🔍 G041542

Indicator	Annual Target
AMO Math - All Students	63.0
AMO Reading - SWD	49.0
AMO Reading - ELL	53.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal `2`

- Learning Resource Specialists Literacy Coach Math/Science Coach District Resource Staff CPALMs training/resources Protected time for collaborative planning PLCs (during protected 1st and 3rd Wednesday time frames) Professional Development Calendar Intervention time frames Modeling ESOL compliance specialist PD in differentiated instruction PD on standards (for new teachers and returning teachers) PD in collaborative planning PD in effective lesson planning PD in effective support facilitation PD in effective accommodations for ESE and ESOL students

Targeted Barriers to Achieving the Goal `3`

- Not addressing accommodations

- Lack of teaching to the depth of the standard

Plan to Monitor Progress Toward G1. `8`

Walkthrough data & Progress Monitoring Data

Person Responsible
Amanda Cowen

Schedule
Monthly, from 9/11/2014 to 6/4/2015

Evidence of Completion
Trend data proves teacher instruction aligned to standards Progress Monitoring(K-8 STAR Math & reading data)

G2. Improve school climate and morale in order to retain high quality staff members. `1a`

🔍 G041543

Targets Supported `1b`

Indicator	Annual Target
Teacher attendance rate	85.0
Effective+ Teachers (Performance Rating)	75.0
Attendance rate	96.0

Resources Available to Support the Goal `2`

- Teacher attendance- Gift Cards
- Mentor Program
- PLC calendar
- Professional Development Calendar
- Team Planning Times
- Shout out Board
- Surveys
- Literacy Coach
- LRSs
- District ESE staff
- District ESOL resource staff
- Business Partners
- OASIS volunteers
- Student attendance incentives

Targeted Barriers to Achieving the Goal `3`

- Lack of On-Boarding process for new hires
- Differentiation of professional development by teacher need
- Time
- Multiple Initiatives

Plan to Monitor Progress Toward G2. `8`

Student progress monitoring data

Person Responsible
Jennifer Muzika

Schedule
Monthly, from 9/11/2014 to 5/29/2015

Evidence of Completion
Increased student achievement

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. All teachers will implement effective Standards Based Instruction to ensure gains. 1

🔍 G041542

G1.B1 Not addressing accommodations 2

🔍 B100696

G1.B1.S1 Implement a training structure to address teacher comprehensive understanding of the implementation of ESOL and ESE accommodations by: - Do a comprehensive training on ESOL accommodations by ESOL compliance specialist or district multicultural department staff. - Do a comprehensive training on ESE accommodations by ESE compliance specialist or district multicultural department staff. -Model good accommodations and strategies for teachers and staff -Train Title III staff too be resources to teachers within the classrooms as accommodations are being implemented. -Use Open Wednesday and P.O.W.W.O.W Tuesday training time frames to reinforce understanding of the accommodation strategies and how to implement within lessons, assignments and assessments. 4

🔍 S111936

Strategy Rationale

By deepening teacher understanding on effective accommodation practices, ESE and ESOL students will benefit and learn strategies to succeed (therefore closing the gap and meeting the AMO targets for these subgroups).

Action Step 1 5

Training related to ESE/ESOL accommodations and/ or strategies

Person Responsible

Lorraine Gonzalez

Schedule

Quarterly, from 9/25/2014 to 6/4/2015

Evidence of Completion

PD Plan/Agenda/Materials Training sign in sheets

Action Step 2 5

Implement ESE/ESOL PLCs

Person Responsible

Amanda Cowen

Schedule

Monthly, from 9/24/2014 to 6/4/2015

Evidence of Completion

PLC Agenda/Minutes

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

Walkthrough data, progress monitoring data, PLC agendas and Minutes

Person Responsible

Henry Santiago

Schedule

Monthly, from 9/24/2014 to 6/4/2015

Evidence of Completion

Walkthrough trend data will note teacher accommodations (as well as lesson plan data) ESE/ESOL Student progress monitoring data will show increase in respective areas PLC minutes and agendas will show meetings taking place and topics that deepen understanding

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

Student progress monitoring data

Person Responsible

Amanda Cowen

Schedule

Monthly, from 9/11/2014 to 6/4/2015

Evidence of Completion

Progress monitoring data (STAR reading, math and science progress monitoring)

G1.B1.S2 Develop an ESE and ESOL teacher specific PLC to be held the 4th Wednesday of the month (outside of the 1st and 3rd department/grade level PLC times) in which specific data, assessments and strategies are discussed in order to deepen understanding of effective practices. -Train solid VE teacher leader to be facilitator for the ESE specific PLC -Train solid teacher of ESOL students to facilitate the ESOL specific PLC -Set up expectations for all designated ESE teachers to attend ESE specific PLCs - Set up expectations for all designated ESOL teachers and sheltered class teachers to attend ESOL specific PLC structure. -Use funds to provide extra time if needed to pay for subs for teachers to of these specific groups to come together collaboratively review lesson plans and accommodation strategies during the school day or agreed upon Saturdays. 4

S111937

Strategy Rationale

By creating ESE/ESOL specific PLCs, common language and strategies for accommodations may be developed and assessments, assignments, etc. may be reviewed and tweaked for proper accommodations and strategies, ultimately benefiting the ESE and ESOL student.

Action Step 1 5

PD Calendar

Person Responsible

Schedule

Evidence of Completion

Revised Professional Development Calendar

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

Attendance to professional development

Person Responsible

Schedule

Evidence of Completion

Professional development sign in documentation

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

Increased attendance to professional development offerings

Person Responsible

Schedule

Evidence of Completion

Professional development sign in documentation

G1.B6 Lack of teaching to the depth of the standard `2`

🔑 B100701

G1.B6.S1 Implement professional development on CPALMS and other resources in order to deepen teacher understanding of the Florida Standards. `4`

🔑 S136939

Strategy Rationale

By deepening teacher understanding of the various standards, they will then teach to the depth of each standard.

Action Step 1 `5`

Develop CPALMs/resources training on the Florida Standards for respective subject areas.

Person Responsible

Amanda Cowen

Schedule

On 8/18/2014

Evidence of Completion

Agenda and training materials sent and used during the training.

Plan to Monitor Fidelity of Implementation of G1.B6.S1 `6`

Walkthroughs to monitor implementation of standards and depth of standards.

Person Responsible

Nadia Winston

Schedule

Weekly, from 9/1/2014 to 6/4/2015

Evidence of Completion

Walkthrough trend data

Plan to Monitor Effectiveness of Implementation of G1.B6.S1 `7`

Student progress monitoring data

Person Responsible

Nadia Winston

Schedule

Monthly, from 9/11/2014 to 6/4/2015

Evidence of Completion

Student achievement data will show an increase in student outcomes.

G2. Improve school climate and morale in order to retain high quality staff members. 1

G041543

G2.B1 Lack of On-Boarding process for new hires 2

B100702

G2.B1.S1 Create and maintain a systematic and structured new teacher (new to school and new to teaching) mentoring program 4

S111939

Strategy Rationale

This will allow for new teachers to feel supported and give them a venue for relaying concerns and needs specific to new teachers (or teachers new to the school).

Action Step 1 5

Teacher mentoring program

Person Responsible

Kim Azis

Schedule

Monthly, from 9/17/2014 to 5/13/2015

Evidence of Completion

New mentor sign in sheet Mentor meeting/training agendas

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

Walkthrough data for new teachers

Person Responsible

Nadia Winston

Schedule

Weekly, from 8/25/2014 to 6/4/2015

Evidence of Completion

Increased confidence and confidence in implementing strategies learned from trainings based on walkthrough trend data.

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

Walkthrough data

Person Responsible

Brandon Easton

Schedule

Monthly, from 9/11/2014 to 5/29/2015

Evidence of Completion

Increased implementation of strategies within the new teacher classrooms.

G2.B3 Differentiation of professional development by teacher need `2`

B100704

G2.B3.S1 Conduct teacher professional development needs assessment survey `4`

S111940

Strategy Rationale

We will allow teachers to select some professional development activities that interest them (or that they need) in order to empower them and build buy in for these needed activities.

Action Step 1 `5`

Teacher Professional Development survey

Person Responsible

Brandon Easton

Schedule

Quarterly, from 10/8/2014 to 5/13/2015

Evidence of Completion

Surveys turned in

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

Completed surveys

Person Responsible

Brandon Easton

Schedule

Quarterly, from 10/7/2014 to 5/13/2015

Evidence of Completion

Final counts and tallies from survey

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

Walkthroughs in rooms

Person Responsible

Nadia Winston

Schedule

Weekly, from 10/6/2014 to 6/4/2015

Evidence of Completion

Trend data showing implementation of professional development strategies in rooms more consistently.

G2.B7 Time `2`

🔑 B100708

G2.B7.S1 Teachers will receive multiple opportunities for extra planning time frames or extra time for data analysis on Saturdays or periodic planned days throughout the school year. `4`

🔑 S137035

Strategy Rationale

If teachers are given a sub to take the time to complete necessary tasks related to their job responsibilities or school expectations, then this will help to alleviate some stress with the perception of lack of time to accomplish tasks.

Action Step 1 `5`

We will create systematic quick trainings/implementation days (with the majority of time going to implementation of the strategies such as data analysis or collaborative planning) for teachers throughout the school year.

Person Responsible

Jennifer Muzika

Schedule

Monthly, from 11/4/2014 to 6/4/2015

Evidence of Completion

Training/Implementation days schedule

Plan to Monitor Fidelity of Implementation of G2.B7.S1 `6`

We will monitor teacher use of the time frames given and the products of such time frames.

Person Responsible

Cynthia Miller

Schedule

Monthly, from 11/4/2014 to 6/4/2015

Evidence of Completion

Quick training/Implementation days schedule Teacher sign-in logs

Plan to Monitor Effectiveness of Implementation of G2.B7.S1 `7`

Quick feedback forms will be given with questions specific to teacher perception of time gained by the implementation days given.

Person Responsible

Cynthia Miller

Schedule

Monthly, from 11/11/2014 to 6/4/2015

Evidence of Completion

Feedback forms Agendas Sign-in logs

G2.B7.S2 Administration and resource staff will take over classrooms to give teachers time for planning and other necessary tasks. `4`

`🔑 S137036`

Strategy Rationale

If teachers see that administration and other leadership team members are giving time for them to complete necessary tasks related to their job responsibilities or school expectations, then this will help to alleviate some stress with the perception of lack of time to accomplish tasks.

Action Step 1 `5`

Administration and resource staff will take over teacher classes in order to implement trainings/ implementation days (with the majority of time going to implementation of the strategies such as data analysis or collaborative planning) for teachers throughout the school year.

Person Responsible

Nadia Winston

Schedule

Monthly, from 11/4/2014 to 6/4/2015

Evidence of Completion

Training/Implementation days schedule

Plan to Monitor Fidelity of Implementation of G2.B7.S2 `6`

We will monitor teacher use of the time frames given and the products of such time frames.

Person Responsible

Nadia Winston

Schedule

Monthly, from 11/11/2014 to 6/4/2015

Evidence of Completion

Lesson Plans Implementation schedules

Plan to Monitor Effectiveness of Implementation of G2.B7.S2 `7`

Walkthroughs

Person Responsible

Nadia Winston

Schedule

Weekly, from 11/4/2014 to 6/4/2015

Evidence of Completion

Walkthrough trend data for teachers given the time.

G2.B9 Multiple Initiatives 2

B100710

G2.B9.S1 Create comprehensive calendar to prioritize/organize initiatives into manageable chunks 4

S111947

Strategy Rationale

By creating a comprehensive calendar, teachers feel less overwhelmed due to the ability to see and plan for upcoming items.

Action Step 1 5

Prioritized initiative/calendar

Person Responsible

Henry Santiago

Schedule

On 6/4/2015

Evidence of Completion

Completed calendar

Plan to Monitor Fidelity of Implementation of G2.B9.S1 6

Check of completed prioritized items

Person Responsible

Henry Santiago

Schedule

On 6/4/2015

Evidence of Completion

Implementation of initiative as seen via walk-through data and meeting data

Plan to Monitor Effectiveness of Implementation of G2.B9.S1 7

Teacher climate surveys

Person Responsible

Nadia Winston

Schedule

Quarterly, from 10/7/2014 to 5/13/2015

Evidence of Completion

Survey data

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	Training related to ESE/ESOL accommodations and/ or strategies	Gonzalez, Lorraine	9/25/2014	PD Plan/Agenda/Materials Training sign in sheets	6/4/2015 quarterly
G1.B1.S2.A1	PD Calendar		Revised Professional Development Calendar	once	
G2.B1.S1.A1	Teacher mentoring program	Azis, Kim	9/17/2014	New mentor sign in sheet Mentor meeting/training agendas	5/13/2015 monthly
G2.B3.S1.A1	Teacher Professional Development survey	Easton, Brandon	10/8/2014	Surveys turned in	5/13/2015 quarterly
G2.B9.S1.A1	Prioritized initiative/calendar	Santiago, Henry	8/18/2014	Completed calendar	6/4/2015 one-time
G1.B6.S1.A1	Develop CPALMs/resources training on the Florida Standards for respective subject areas.	Cowen, Amanda	8/18/2014	Agenda and training materials sent and used during the training.	8/18/2014 one-time
G2.B7.S1.A1	We will create systematic quick trainings/implementation days (with the majority of time going to implementation of the strategies such as data analysis or collaborative planning) for teachers throughout the school year.	Muzika, Jennifer	11/4/2014	Training/Implementation days schedule	6/4/2015 monthly
G2.B7.S2.A1	Administration and resource staff will take over teacher classes in order to implement trainings/implementation days (with the majority of time going to implementation of the strategies such as data analysis or collaborative planning) for teachers throughout the school year.	Winston, Nadia	11/4/2014	Training/Implementation days schedule	6/4/2015 monthly
G1.B1.S1.A2	Implement ESE/ESOL PLCs	Cowen, Amanda	9/24/2014	PLC Agenda/Minutes	6/4/2015 monthly
G1.MA1	Walkthrough data & Progress Monitoring Data	Cowen, Amanda	9/11/2014	Trend data proves teacher instruction aligned to standards Progress Monitoring(K-8 STAR Math & reading data)	6/4/2015 monthly

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	Student progress monitoring data	Cowen, Amanda	9/11/2014	Progress monitoring data (STAR reading, math and science progress monitoring)	6/4/2015 monthly
G1.B1.S1.MA1	Walkthrough data, progress monitoring data, PLC agendas and Minutes	Santiago, Henry	9/24/2014	Walkthrough trend data will note teacher accommodations (as well as lesson plan data) ESE/ESOL Student progress monitoring data will show increase in respective areas PLC minutes and agendas will show meetings taking place and topics that deepen understanding	6/4/2015 monthly
G1.B6.S1.MA1	Student progress monitoring data	Winston, Nadia	9/11/2014	Student achievement data will show an increase in student outcomes.	6/4/2015 monthly
G1.B6.S1.MA1	Walkthroughs to monitor implementation of standards and depth of standards.	Winston, Nadia	9/1/2014	Walkthrough trend data	6/4/2015 weekly
G1.B1.S2.MA1	Increased attendance to professional development offerings		Professional development sign in documentation	once	
G1.B1.S2.MA1	Attendance to professional development		Professional development sign in documentation	once	
G2.MA1	Student progress monitoring data	Muzika, Jennifer	9/11/2014	Increased student achievement	5/29/2015 monthly
G2.B1.S1.MA1	Walkthrough data	Easton, Brandon	9/11/2014	Increased implementation of strategies within the new teacher classrooms.	5/29/2015 monthly
G2.B1.S1.MA1	Walkthrough data for new teachers	Winston, Nadia	8/25/2014	Increased confidence and confidence in implementing strategies learned from trainings based on walkthrough trend data.	6/4/2015 weekly
G2.B3.S1.MA1	Walkthroughs in rooms	Winston, Nadia	10/6/2014	Trend data showing implementation of professional development strategies in rooms more consistently.	6/4/2015 weekly
G2.B3.S1.MA1	Completed surveys	Easton, Brandon	10/7/2014	Final counts and tallies from survey	5/13/2015 quarterly
G2.B9.S1.MA1	Teacher climate surveys	Winston, Nadia	10/7/2014	Survey data	5/13/2015 quarterly
G2.B9.S1.MA1	Check of completed prioritized items	Santiago, Henry	8/25/2014	Implementation of initiative as seen via walk-through data and meeting data	6/4/2015 one-time
G2.B7.S1.MA1	Quick feedback forms will be given with questions specific to teacher perception of time gained by the implementation days given.	Miller, Cynthia	11/11/2014	Feedback forms Agendas Sign-in logs	6/4/2015 monthly
G2.B7.S1.MA1	We will monitor teacher use of the time frames given and the products of such time frames.	Miller, Cynthia	11/4/2014	Quick training/Implementation days schedule Teacher sign-in logs	6/4/2015 monthly
G2.B7.S2.MA1	Walkthroughs	Winston, Nadia	11/4/2014	Walkthrough trend data for teachers given the time.	6/4/2015 weekly
G2.B7.S2.MA1	We will monitor teacher use of the time frames given and the products of such time frames.	Winston, Nadia	11/11/2014	Lesson Plans Implementation schedules	6/4/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportuntities

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

G1. All teachers will implement effective Standards Based Instruction to ensure gains.

G1.B1 Not addressing accommodations

G1.B1.S1 Implement a training structure to address teacher comprehensive understanding of the implementation of ESOL and ESE accommodations by: - Do a comprehensive training on ESOL accommodations by ESOL compliance specialist or district multicultural department staff. - Do a comprehensive training on ESE accommodations by ESE compliance specialist or district multicultural department staff. -Model good accommodations and strategies for teachers and staff -Train Title III staff too be resources to teachers within the classrooms as accommodations are being implemented. -Use Open Wednesday and P.O.W.W.O.W Tuesday training time frames to reinforce understanding of the accommodation strategies and how to implement within lessons, assignments and assessments.

PD Opportunity 1

Training related to ESE/ESOL accommodations and/ or strategies

Facilitator

District Resource Staff member - Dalia Madina ESOL compliance specialist- Lorraine Gonzalez RCS- Lynn Mckee

Participants

All teachers of ESOL and ESE students

Schedule

Quarterly, from 9/25/2014 to 6/4/2015

PD Opportunity 2

Implement ESE/ESOL PLCs

Facilitator

Administration Amanda Cowen

Participants

PLC facilitators Teachers of ESE/ESOL students

Schedule

Monthly, from 9/24/2014 to 6/4/2015

G1.B6 Lack of teaching to the depth of the standard

G1.B6.S1 Implement professional development on CPALMS and other resources in order to deepen teacher understanding of the Florida Standards.

PD Opportunity 1

Develop CPALMs/resources training on the Florida Standards for respective subject areas.

Facilitator

Amanda Cowen

Participants

All teachers

Schedule

On 8/18/2014

G2. Improve school climate and morale in order to retain high quality staff members.

G2.B1 Lack of On-Boarding process for new hires

G2.B1.S1 Create and maintain a systematic and structured new teacher (new to school and new to teaching) mentoring program

PD Opportunity 1

Teacher mentoring program

Facilitator

Kim Azis, Amanda Cowen

Participants

Teachers new to the school or brand new to teaching.

Schedule

Monthly, from 9/17/2014 to 5/13/2015

G2.B7 Time

G2.B7.S1 Teachers will receive multiple opportunities for extra planning time frames or extra time for data analysis on Saturdays or periodic planned days throughout the school year.

PD Opportunity 1

We will create systematic quick trainings/implementation days (with the majority of time going to implementation of the strategies such as data analysis or collaborative planning) for teachers throughout the school year.

Facilitator

Cynthia Miller Kim Azis Jennifer Muzika

Participants

Teachers

Schedule

Monthly, from 11/4/2014 to 6/4/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	**Total**
Goal 1: All teachers will implement effective Standards Based Instruction to ensure gains.	3,000
Goal 2: Improve school climate and morale in order to retain high quality staff members.	12,000
Grand Total	**15,000**

Goal 1: All teachers will implement effective Standards Based Instruction to ensure gains.		
Description	**Source**	**Total**
B1.S1.A1 - Money will be allocated for training materials and resources.	Title I Part A	1,000
B1.S1.A2 - Money will be allocated for resources and paid extra time for Sat training for teachers and/or PLC facilitators	Title I Part A	1,500
B6.S1.A1 - Paper, external hard drive to print and save resources for training.	Title I Part A	500
Total Goal 1		**3,000**

Goal 2: Improve school climate and morale in order to retain high quality staff members.		
Description	**Source**	**Total**
B1.S1.A1 - Extra planning time and/or Saturday training for new teachers to further develop their understanding on topics new to them such as data analysis and using data to inform instruction.	Title I Part A	1,500
B7.S1.A1 - Sytematic Data Analysis training and Collaborative Planning training time frames.	Title I Part A	10,500
Total Goal 2		**12,000**