

West Elementary School

304 W IMOGENE ST, Arcadia, FL 34266

<http://wes.desotoschools.com/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	67%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	51%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	D*	F	D	C

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Desoto 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>.

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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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Priority	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of West Elementary is to educate children to read with comprehension, write clearly, compute accurately, think, reason, and use information to solve problems.

Provide the school's vision statement

Approaching all challenges with our best efforts.

School Environment

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

Over the past year we trained the teachers in the 7 Habits of Highly Effective People. The teachers have implemented the 7 Habits/Leader in Me into their classrooms. They have reviewed student data and interviewed the students to determine their strengths and weaknesses. Students were then able to obtain leadership jobs within their classrooms. Student work is hanging in classrooms and teacher praise is high.

In addition, the first week of school was designated as the week to learn about the teachers, students, and to share the rules, policies, and procedures of the classroom/school. Students and teachers were able to bond over icebreaking activities and classroom activities reviewing procedure during the "suspended curriculum.

We implemented a School Spirit winner each Friday where the students and teachers work together to show the most school spirit. The winning class gets a certificate and "Golden Cowboy" award for the week.

In addition, West implemented a "Hall of Nations" where students can showcase their heritage/cultural background and linguistic diversity. A leadership mural was also painted in the school entryway showcasing heritage/cultural background of our students. This year teachers are greeting all students as they walk in the classroom door and students greets guests into the classrooms as well.

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

Our motto is "Leadership the Cowboy way!" Students hear about leadership and making the right choices everyday on the student news. Teachers have continued to use the "voice levels" chart and a "color of conduct" discipline chart that relays behavior consequences to the students.

Every morning when students come on campus they can eat breakfast and then head to their assigned area. They get to communicate and interact with their peers while under the supervision of multiple adults. Adults are also stationed throughout the campus to help in any way needed.

Parents may walk their child to class, eat breakfast with their child, or eat lunch with their child after signing in with the front office. Parents may also park and walk up to meet their child after school at the walker gate. All areas are supervised by adults and praise is readily given to students. Students know they are responsible for themselves, but that any adult will help them if needed.

West students act as greeters/translators for our English and Spanish speaking students/families during academic assemblies. All school wide documents are translated before being sent home.

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

We have implemented "voice levels" and a school wide "color of conduct" at West. All teachers are consistent with the use of these levels and the color of conduct.

Voice levels:

4= Outside voice

3= Proud, sharing voice

2= Conversation voice

1= Working whisper

0= Transition/test taking voice

Color of Conduct:

Green= Great work

Yellow= Warning

Orange= Time-out

Red= Phone call/note home

Purple= Office referral

Teachers also have a minor/major infractions sheet to help guide their disciplinary decisions and to keep discipline consistent across the school.

West also has "Cowboy Tickets" for students "caught doing good" throughout the week. One winner is picked on Friday to eat lunch with the Dean and a friend. The grade level classrooms also compete for the class with "the most greens" during lunchtime. The winning class gets lunch on stage with the dean.

The dean and core team are also available to mentor/counsel students as needed.

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

Students mentor each other through the use of Safety Patrols (5th grade only), classroom leaders, and cafeteria leaders. All students have the chance to be classroom or cafeteria leaders.

Students have the opportunity to get Cowboy Tickets if they are caught doing something good. These students are then showcased live on our morning news.

Students also show leadership skills when running the morning news live every morning.

We have a full time guidance counselor (Rebecca Keller) who holds small group, individual, and whole class counseling sessions.

We have a full time dean (Bryan Johnson) who counsels students in regards to behavior issues.

Our school nurse works full time to provide students health services, including taking groups of students to the dentist every Wednesday morning.

Students also run school wide assemblies throughout the school year.

We plan to implement a Student and Parent Lighthouse Team as a part of our Leader in Me program later this school year.

Our ESE liaison (Amy Turner) provides all needed services for all ESE students.

The academic coach (Sharon Goodman) models for classroom teachers, showing them how to meet the diverse academic needs of all students.

The core team also mentors targeted students in grades 3-5 to support social, academic, emotional, and behavioral needs.

In addition, the administrative team (Bertie Alvarez and Danielle Deese) is available whenever needed.

Lastly, West has a student council to ensure student opinions are heard and valued.

Family and Community Involvement

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

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

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

Description

Research says that parent involvement has been found to have a positive effect on student achievement.

West has implemented several initiatives that encourage parent involvement: Leader in Me parent nights, an updated school website, and a Facebook page. SAC/Boosters will continue to meet once a month.

***** (The 2015-2016 PIP will be uploaded once approved by SAC on 9/14/15).

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

West collaborates with 4H and Mosaic to implement Science related activities into the school. These activities correlate to the Science FCAT test for fifth graders, therefore increasing student achievement. Our COWBOY Boosters partnership helps fund classroom activities and materials.

We are continuously recruiting business partners through our Leader in Me program and have created several new business partners, such as the Health Department.

First grade collaborates with the Historical Society to give the students artifacts and to learn about history. These activities correlate with the Common Core Standards.

All Faith's Food Bank provides food every Friday for the "Backpack Program."

We have created a partnership with the high school culinary arts teacher to provide baked goods for various events on our campus. In addition, we plan to have the STEM students come back and complete hands on projects with our 3rd, 4th, and 5th grade students again this year.

Dr. Finkel's office donated about 200 pairs of shoes for needy students.

The Brew Crew donated school supplies and gift cards at the beginning of the 2015-2016 school year.

Walmart donated items for our yearly BooHoo breakfast to help kindergarten parents with the emotional needs of transitioning their children from home to school. Walmart continuously donates requested items to West throughout the school year.

Dominoes, Dr. Finkel from DMH, and Sevigny Eye Care all donated school supplies/items for our open house in August of 2015. West is sure to thank all of their sponsors to encourage the continuation of their support.

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:

Name	Title
Alvarez, Bertie	Principal
Deese, Danielle	Assistant Principal
Keller, Rebecca	Guidance Counselor
Turner, Amy	Other
Johnson, Bryan	Dean
Goodman , Sharon	Instructional Coach

Duties

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

The function of each member of the MTSS Leadership team is as follows:

Classroom Teacher - delivers instructional interventions, monitors student progress, attends MTSS meetings

Academic Coach - trains teachers in interventions, models interventions and differentiated instruction, guides the classroom teacher in the collection of data, collects school-wide data to use in identifying at risk students, attends MTSS meetings

Speech Pathologist - Completes communication skills screenings, incorporates MTSS data when guiding a speech/language referral, attends MTSS meetings

ESOL Coordinator (TBD) - Provides ELL interventions, attends MTSS meetings

Guidance Counselor - Maintains MTSS folders, maintains a log of all students served through the MTSS process, completes necessary MTSS forms, sends home parent invitations for scheduled MTSS meetings,

conducts social-developmental history interviews when necessary, attends MTSS meetings, counsels students as needed

ESE Staffing Specialist - facilitates eligibility determination meeting, facilitates staffings for ESE services meetings at the appropriate tier of the MTSS process, reviews final documentation

Principal/Assistant Principal - facilitates and supports the implementation of the MTSS process, provides and coordinates continuous MTSS professional development, assigns personnel to support MTSS implementation, conducts classroom walkthroughs to monitor implementation, attends MTSS meetings, attends Data team meetings, attends retention meetings, attends parent conferences as needed

Dean- Counsels and disciplines students, maintains and supports school discipline code and color code of conduct, implements school wide positive behavior program, praises positive behaviors through cowboy tickets

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 meets twice yearly to discuss progress and set goals. Schoolwide data is reviewed for effectiveness of instruction and curriculum resources and programs. Throughout the school year the MTSS Coordinator (Bertie Alvarez) holds progress meetings to monitor the progress of the students served through the process.

Title I, Part A services are provided to students in need of additional support through after-school programs, summer institutes and intervention instruction during the school day. The district coordinates the use of Title I, II, III, and IV funds to provide professional development for teachers

and administrators to improve instructional practices and support improvement in student achievement. Title I, Part C Migrant advocates at each school provide instructional support to students either during or after the school day. These advocates coordinate with Title I and other programs. Title I, Part D provides funds to be used to develop and implement a drop-out prevention program for the district. Title II, Part A funds are used to provide supplemental professional development for faculty, staff and administrators at all school sites in the district. Specific activities are based on the need of the schools as determined by student performance data and surveys of all stakeholders. These funds are used in collaboration with funds from local sources and other federal projects. Title II, Part D funds are used to support instructional technology through the purchase and repair of hardware, software and the provision of professional development in the use of technology as an instructional tool. Title III services are provided at each school to support education of English language learners for the purpose of improving student performance. Title X Homeless, the coordinator of district services for homeless students provides resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Violence Prevention Programs offers a non-violence/anti-bullying program at all schools as part of the character education program. This may include but not be limited to guest speakers, field trips and community service activities.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kim Serio	Teacher
Greta Mercer	Parent
Jennie Muse	Parent
Kayla Patton	Teacher
Tara Lolley	Parent
Irene Cerna	Teacher
Cynthia Jones	Education Support Employee
Laura Pitts	Teacher
Danielle Deese	Principal
Bertie Alvarez	Principal
Heather Nedley	Business/Community
Jennifer Backer	Parent
Kelly Werner	Parent
Kara Lomski	Parent
Lynn States	Teacher
Lynna Welker	Parent

Duties

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

Evaluation of last year's school improvement plan

The first SAC meeting was held on September 14th, 2015 at 4:30pm. The team decided to evaluate/ review the 2014-2015 SIP once all standardized testing data is present. The SAC did, however, approve the 2015-2015 SIP plan at the September 14th, 2015 meeting.

Development of this school improvement plan

The school improvement plan was presented to the SAC committee on September 14th, 2015. The SAC committee assisted in offering suggestions for academic improvement and monitoring for progress towards goals throughout the school year. SAC has agreed to revise the SIP during the mid-year review (if needed) after testing data has been reviewed. The 2015-2016 SIP was approved by SAC at the September 14th, 2015 meeting.

Preparation of the school's annual budget and plan

SAC will review the budget plan once funds are allocated from the district. This will occur at the October or November SAC meeting. It was discussed to continue needed professional development for teachers and the Leader In Me program.

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

SIP funds for 2014-2015 year
Allocated: \$ 26,546.01
Spent-
Teacher Salaries: \$5275.00
Social Security: \$396.74
Leadership PD: \$1,800.00
Travel Expenses: \$312.12
Supplies: \$3083.11

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

West is sending home flyers, calling parents, sending robocalls, and making Facebook posts to encourage parent involvement. We will continue to recruit members to serve as representation of our school community.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Alvarez, Bertie	Principal
Deese, Danielle	Assistant Principal
Johnson, Bryan	Dean
Turner, Amy	Other
Keller, Rebecca	Guidance Counselor
Goodman , Sharon	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the Literacy Leadership Team will be the analysis and interpretation of data to implement best practices in the classroom. Teachers will use rigorous, relevant, and engaging instructional practices to enhance student performance. The LLT will also facilitate, the celebration of the state-wide literacy week, annual book fair, and work in partnership with the SAC committee with all school-wide literacy efforts. The team will be a cross-representation of the school population and will meet monthly. Four teachers are also on the Literacy Committee/Team: Alison Gilmore, Ashley Grimaldi, Connie Staples, and DeAnna Smith. The focus is to promote and enhance literacy at West. The meetings will establish goals and strategies for the 2015-2016 school year. The team will also develop, review, monitor, and assess the administrator's quarterly literacy plans.

Public and Collaborative Teaching

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

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

All grade level teachers have common planning time and access to school paraprofessionals. In addition, after school committees have been formed to include ESE, ESOL, and Special Area teachers. Team leaders were trained in PLC strategies and host meetings with their grade level teams. Teachers continue to use the Leadership Lounge to encourage collaboration and interaction among staff members before, during, and after school. The lounge also contains teacher resources for all to use. The school academic coach will host Data Team Meetings with each grade level team during their planning time once a month. The principal, assistant principal, dean, and academic coach will meet with grade level teams to facilitate a grade level literacy plan (for each quarter) during the grade level planning period.

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

The principal works with Human Resources to advertise open positions, screen applicants and schedule interviews. Perspective teachers are recruited through the district website, Teachers-Teachers.com, Heartland Educational Consortium website, the State of Florida teacher recruitment website and the district participates in the Teach-In each summer. Principals are invited to attend and are encouraged to interview and hire qualified applicants. The district also offers a mentoring program to assist new teachers in the transition from college to the teaching profession. Support is given throughout the first year of teaching through one to one mentoring with qualified teachers. In addition, Kristie Joens will be offering technology training for all new teachers once a month.

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

After an initial two day orientation, West Elementary pairs up all new teachers with highly qualified teachers. Mentor teachers are selected based on their time employed and effectiveness in the classroom. Mentors provide support to new teachers through observations, providing feedback and general directions with day to day activities. They meet with their mentee at least once per week to discuss strategies for classroom management, teaching strategies and student progress. The mentees are also given an overview of the MTSS program and are given support from the MTSS coordinator and academic coach to ensure that MTSS plans are implemented and done with fidelity.

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

Administrators use a variety of tools to ensure the core programs are aligned with Florida standards:

- Walk throughs
- Lesson plans
- Formal observations
- Team leader/PLC meetings
- Data meetings

All instructional materials are state adopted and school board approved and are verified through administrator walk throughs.

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

Our school uses:

- Data teams/analysis (iReady, FLKRS)
- RTI meetings
- ESE inclusion support
- ESOL inclusion support
- ESE self contained units
- ESE resource room
- Grade level paraprofessionals for individual and small group help
- Academic coach reviews data and models instructional strategies as needed
- Online training is available through FDLRS

After reviewing data and observations in data team meetings, information will be used to adjust/modify curriculum, strategies, and support as needed.

-During the meetings, students will be identified and strategies will be implemented based on individual student need.

-If further intervention is needed, the RTI process will be applied.

- If deemed appropriate, the child will be referred to ESE services.

-Grade level teams currently utilize a "Walk to Intervention" (WTI) time during the extra hour of intensive time to target specific student needs, based on reading data. The WTI plans change with student need/s each quarter.

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: 11,160

In our Intensive ELA block, teachers will focus on the five areas of reading and will employ skills based groups.

Strategy Rationale

West was deemed an F school by the state of Florida in 2013-2014. West is still waiting on 2014-2015 standardized testing data.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Alvarez, Bertie, bertie.alvarez@desoto.k12.fl.us

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

IReady Reports, FLKRS reports, lesson plans, and observations will be used to determine effectiveness.

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

Pre-schools and day-care providers are invited to bring perspective students to an orientation each Spring. A day was scheduled in spring of 2015 that included time to meet teachers and staff and tour the campus. Kindergarten Round-up is held prior to the conclusion of the school year for both parents and students to come in and receive information about the school, meet teachers and administrators as well as learn expectations for the upcoming school year. The school nurse is also on hand to provide information to assist the parent with the registration process. The principal from the Desoto Early Childhood Center provides the kindergarten teachers with an orientation that includes information about each child and expectations for the FLKRS assessment. The fifth graders take a trip to the middle school every May to tour the school and receive an orientation.

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

N/A

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

N/A

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.** If all staff members at West Elementary use rigorous, relevant, and collaborative teaching methods to engage students during instructional time, then West Elementary will increase student achievement as measured by growth indicators.

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. If all staff members at West Elementary use rigorous, relevant, and collaborative teaching methods to engage students during instructional time, then West Elementary will increase student achievement as measured by growth indicators. **1a**

G072707

Targets Supported **1b**

Indicator	Annual Target
FSA English Language Arts - Achievement	39.0

Resources Available to Support the Goal **2**

- Professional Development early release days
- Thinking Maps
- Peer modeling
- Computer labs
- IReady diagnostic testing and lessons
- Professional Learning Community (PLC) team meetings
- Guidance Counselor (Rebecca Keller)
- Common planning time
- Data teams
- Title I funding
- County level specialists
- Academic Coach (Dr. Sharon Goodman)

Targeted Barriers to Achieving the Goal **3**

- System to support instructional change
- Need for more training in rigor and relevance

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

Analyzing formative assessment data for grades K-5

Person Responsible

Sharon Goodman

Schedule

Monthly, from 9/9/2015 to 5/25/2016

Evidence of Completion

IReady, DRA, FLKRS, team generated assessments

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. If all staff members at West Elementary use rigorous, relevant, and collaborative teaching methods to engage students during instructional time, then West Elementary will increase student achievement as measured by growth indicators. **1**

 G072707

G1.B13 System to support instructional change **2**

 B189708

G1.B13.S1 Implementation of common planning, which allows time for team grade level meetings. During this time the teams analyze data, discuss/share best instructional practices related to current standards, review grade level assessments and test scores for strengths, weaknesses, and trends, and lesson plan. **4**

 S201066

Strategy Rationale

When asked at the beginning of the 2014-2015 school year, it was reported that school morale was low and teachers reported a lack of collaboration and sharing among staff members. By implementing common planning time the teachers can meet to discuss, analyze, share, and research.

Action Step 1 **5**

Develop master schedule that allowed for common planning time for each grade level team

Person Responsible

Danielle Deese

Schedule

Daily, from 7/1/2015 to 5/25/2016

Evidence of Completion

Master schedule

Action Step 2 5

Team leaders scheduled weekly meetings

Person Responsible

Bertie Alvarez

Schedule

Weekly, from 8/10/2015 to 5/25/2016

Evidence of Completion

Master calendar

Action Step 3 5

Team leaders surveyed grade level teams for needs assessment and created team meeting agendas based on the results

Person Responsible

Bertie Alvarez

Schedule

Weekly, from 8/10/2015 to 5/25/2016

Evidence of Completion

Team leader agendas, team meeting notes, and walk through data

Action Step 4 5

Team leaders will host meetings, based on grade level needs, to review the curriculum sequencing, lesson plans, share strategies and activities, analyze data, and to collaborate on common assessments.

Person Responsible

Bertie Alvarez

Schedule

Weekly, from 8/10/2015 to 5/25/2016

Evidence of Completion

Team leader agendas, rosters, and walk through data

Plan to Monitor Fidelity of Implementation of G1.B13.S1 6

Collecting of team meeting notes, agendas, and rosters

Person Responsible

Danielle Deese

Schedule

Weekly, from 8/10/2015 to 5/25/2016

Evidence of Completion

Team meeting notes, agendas, and rosters

Plan to Monitor Fidelity of Implementation of G1.B13.S1 6

Administration/Core team will observe grade level team meetings

Person Responsible

Sharon Goodman

Schedule

Monthly, from 8/10/2015 to 5/25/2016

Evidence of Completion

Observation notes and checklists

Plan to Monitor Effectiveness of Implementation of G1.B13.S1 7

Conduct walk-throughs to observe the implementation of rigorous and relevant curriculum

Person Responsible

Bertie Alvarez

Schedule

Weekly, from 9/14/2015 to 5/25/2016

Evidence of Completion

Walk-through notes, lesson plans, and checklists

G1.B14 Need for more training in rigor and relevance **2**

 B189709

G1.B14.S1 Provide professional development on Rigor, Relevance, and Relationships **4**

 S201067

Strategy Rationale

Walkthrough data and observation data revealed a lack of rigor and relevance in daily lessons. Most lessons were teacher led and did not relate to or challenge the students. In addition, it was noted that some teachers did not build relationships with their students.

Action Step 1 **5**

Professional development for administration, the academic coach, and grade level teachers.

Person Responsible

Danielle Deese

Schedule

On 7/27/2015

Evidence of Completion

Professional development was given to administration and four grade level teachers on July 27th, 2015. Notes, sign in sheets, and observation of activities were collected.

Action Step 2 **5**

Provided professional development from ICLE on RRR for all teachers on July 27th, 2015.

Person Responsible

Bertie Alvarez

Schedule

On 8/5/2015

Evidence of Completion

Agenda, sign in sheets, meeting notes, walk-throughs

Action Step 3 5

Provide professional development from ICLE on RRR for all teachers

Person Responsible

Bertie Alvarez

Schedule

On 9/30/2015

Evidence of Completion

Agenda, sign in sheets, meeting notes, walk-throughs

Action Step 4 5

Provide support/additional training on RRR

Person Responsible

Sharon Goodman

Schedule

Weekly, from 9/9/2015 to 5/25/2016

Evidence of Completion

Meeting agenda, notes, and walk-throughs

Plan to Monitor Fidelity of Implementation of G1.B14.S1 6

Core team meetings to monitor walkthrough data and observations

Person Responsible

Bertie Alvarez

Schedule

Biweekly, from 9/16/2015 to 5/25/2016

Evidence of Completion

Walkthrough data, observation data, and lesson plans

Plan to Monitor Fidelity of Implementation of G1.B14.S1 6

Review of data: Academic coach walk-throughs

Person Responsible

Sharon Goodman

Schedule

Biweekly, from 9/16/2015 to 5/25/2016

Evidence of Completion

academic coach walkthrough/data to see staff needs/training needs

Plan to Monitor Effectiveness of Implementation of G1.B14.S1 7

Analyze i-Ready scores

Person Responsible

Sharon Goodman

Schedule

Monthly, from 9/16/2015 to 5/25/2016

Evidence of Completion

I-ready scores, team leader agendas/minutes

Plan to Monitor Effectiveness of Implementation of G1.B14.S1 7

Observation/walkthrough data

Person Responsible

Bertie Alvarez

Schedule

Monthly, from 9/16/2015 to 5/25/2016

Evidence of Completion

walkthrough scores

Appendix 1: Implementation Timeline

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

Desoto - 0061 - West Elementary School - 2015-16 SIP
West Elementary School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B13.S1.A1	Develop master schedule that allowed for common planning time for each grade level team	Deese, Danielle	7/1/2015	Master schedule	5/25/2016 daily
G1.B14.S1.A1	Professional development for administration, the academic coach, and grade level teachers.	Deese, Danielle	7/27/2015	Professional development was given to administration and four grade level teachers on July 27th, 2015. Notes, sign in sheets, and observation of activities were collected.	7/27/2015 one-time
G1.B13.S1.A2	Team leaders scheduled weekly meetings	Alvarez, Bertie	8/10/2015	Master calendar	5/25/2016 weekly
G1.B14.S1.A2	Provided professional development from ICLE on RRR for all teachers on July 27th, 2015.	Alvarez, Bertie	8/5/2015	Agenda, sign in sheets, meeting notes, walk-throughs	8/5/2015 one-time
G1.B13.S1.A3	Team leaders surveyed grade level teams for needs assessment and created team meeting agendas based on the results	Alvarez, Bertie	8/10/2015	Team leader agendas, team meeting notes, and walk through data	5/25/2016 weekly
G1.B14.S1.A3	Provide professional development from ICLE on RRR for all teachers	Alvarez, Bertie	9/30/2015	Agenda, sign in sheets, meeting notes, walk-throughs	9/30/2015 one-time
G1.B13.S1.A4	Team leaders will host meetings, based on grade level needs, to review the curriculum sequencing, lesson plans, share strategies and activities, analyze data, and to collaborate on common assessments.	Alvarez, Bertie	8/10/2015	Team leader agendas, rosters, and walk through data	5/25/2016 weekly
G1.B14.S1.A4	Provide support/additional training on RRR	Goodman , Sharon	9/9/2015	Meeting agenda, notes, and walk-throughs	5/25/2016 weekly
G1.MA1	Analyzing formative assessment data for grades K-5	Goodman , Sharon	9/9/2015	IReady, DRA, FLKRS, team generated assessments	5/25/2016 monthly
G1.B13.S1.MA1	Conduct walk-throughs to observe the implementation of rigorous and relevant curriculum	Alvarez, Bertie	9/14/2015	Walk-through notes, lesson plans, and checklists	5/25/2016 weekly
G1.B13.S1.MA1	Collecting of team meeting notes, agendas, and rosters	Deese, Danielle	8/10/2015	Team meeting notes, agendas, and rosters	5/25/2016 weekly
G1.B13.S1.MA2	Administration/Core team will observe grade level team meetings	Goodman , Sharon	8/10/2015	Observation notes and checklists	5/25/2016 monthly
G1.B14.S1.MA1	Analyze i-Ready scores	Goodman , Sharon	9/16/2015	I-ready scores, team leader agendas/ minutes	5/25/2016 monthly
G1.B14.S1.MA4	Observation/walkthrough data	Alvarez, Bertie	9/16/2015	walkthrough scores	5/25/2016 monthly
G1.B14.S1.MA1	Core team meetings to monitor walkthrough data and observations	Alvarez, Bertie	9/16/2015	Walkthrough data, observation data, and lesson plans	5/25/2016 biweekly
G1.B14.S1.MA3	Review of data: Academic coach walk-throughs	Goodman , Sharon	9/16/2015	academic coach walkthrough/data to see staff needs/training needs	5/25/2016 biweekly

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. If all staff members at West Elementary use rigorous, relevant, and collaborative teaching methods to engage students during instructional time, then West Elementary will increase student achievement as measured by growth indicators.

G1.B14 Need for more training in rigor and relevance

G1.B14.S1 Provide professional development on Rigor, Relevance, and Relationships

PD Opportunity 1

Professional development for administration, the academic coach, and grade level teachers.

Facilitator

ICLE-Nuri Ayres

Participants

Professional development was given to administration (Alvarez/Deese) and four grade level teachers (Longenecker, Cerna, Smith, and Woodbrige Cornell).

Schedule

On 7/27/2015

PD Opportunity 2

Provided professional development from ICLE on RRR for all teachers on July 27th, 2015.

Facilitator

ICLE- Diane Jones

Participants

All WES teachers

Schedule

On 8/5/2015

PD Opportunity 3

Provide professional development from ICLE on RRR for all teachers

Facilitator

ICLE- TBD

Participants

All WES teachers

Schedule

On 9/30/2015

Budget			
Budget Data			
1	G1.B13.S1.A1	Develop master schedule that allowed for common planning time for each grade level team	\$0.00
2	G1.B13.S1.A2	Team leaders scheduled weekly meetings	\$0.00
3	G1.B13.S1.A3	Team leaders surveyed grade level teams for needs assessment and created team meeting agendas based on the results	\$0.00
4	G1.B13.S1.A4	Team leaders will host meetings, based on grade level needs, to review the curriculum sequencing, lesson plans, share strategies and activities, analyze data, and to collaborate on common assessments.	\$0.00
5	G1.B14.S1.A1	Professional development for administration, the academic coach, and grade level teachers.	\$0.00
6	G1.B14.S1.A2	Provided professional development from ICLE on RRR for all teachers on July 27th, 2015.	\$0.00
7	G1.B14.S1.A3	Provide professional development from ICLE on RRR for all teachers	\$0.00
8	G1.B14.S1.A4	Provide support/additional training on RRR	\$0.00
Total:			\$0.00