

Hernando County School District

Westside Elementary School



2015-16 School Improvement Plan

Westside Elementary School

5400 APPLGATE DR, Spring Hill, FL 34606

www.edline.net/pages/hcsb_wes

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	86%
Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	35%

School Grades History

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

**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 was approved by the Hernando County School Board on 11/17/2015.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, 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
Focus	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 Staff, Parents, and Teachers of Westside Elementary believe that all children are special; all children can learn. We will be successful due to our commitment to the school improvement process in meeting state and national educational goals.

Provide the school's vision statement

All children can learn through a commitment to continuous school improvement. Striving for educational excellence makes "Westside the Bestside."

School Environment

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

Westside Elementary offers many opportunities for developing school culture and building relationships. Many teachers use student surveys to learn about students' families, and their experiences in the school setting as well as their extracurricular activities. Teachers are implementing Whole Brain Teaching strategies to develop a relationship with their students of mutual respect. Our staff hosts many educational and extracurricular events to help ease the transition back to school as well as enhance the bond between our students, their families and our staff. We also provide various parent education opportunities and have a Family Center that contains a vast supply of resources to meet the needs of students and their families. Our Organizing to Lead committee worked with all stakeholders to develop "The Westside Way", our guiding principles for relationships and behaviors.

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

Westside ensures that students feel safe and respected by enlisting the appropriate number of staff to monitor students during all supervisory hours. Routines and procedures are thoroughly described in "child-friendly" terms and practiced regularly so that students know how to respond in the event of an emergency. Our focus is on creating a positive, engaging environment for all students regardless of their social status or ability level. Our administration and school counselor visits classrooms frequently to build relationships by offering support and resources for students, as well as to encourage them to communicate concerns or needs. Our Fifth Grade students take an active role in maintaining a safe environment as members of our Safety Patrol.

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

Positive behaviors are rewarded and celebrated using a school wide currency system. Students earn "PAWS Pay" for exceptional behavior, and can use that pay to purchase incentives from their classroom teachers as well as admission to events. Training was provided to teachers to explain the discipline procedures matrix, and our new Discipline Tracking Form. All teachers reviewed Level 1 and 2 infractions from the Student Code of Conduct the first two weeks of school with their students. The PBS committee was formed to review data and identify the potential need for tier intervention.

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

Guidance passes are available for students who need additional support. Social skills and support groups are formed as issues arise. "On the job" career training is linked to classroom visits by Guidance, as well as targeted lessons about the harmful effects of bullying and lessons to encourage the "PAWS"itive behaviors expected as part of our school wide incentive program. Exemplary students are chosen to serve on the Safety Patrol and have the opportunity to demonstrate leadership skills and mentor students as a positive role model. These leaders also serve as Peer Mediators for struggling students.

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

Students who miss more than 4% of instructional time per grading period will be monitored by Data Entry and the Attendance Committee.

Students who miss 15 or more instructional days in a 90 day period will be referred to a Truancy Case Staffing. Absences will be monitored weekly by Certified School Counselor and the School Social Worker.

Students who received a level 1 score on the statewide test will be provided with intensive instructional support through the multi-tiered system of support framework. Progress will be monitored by Administration, Teachers, Instructional Practice Coaches, School Based Leadership and the Problem Solving Team.

Students who were retained due to course failure in ELA or mathematics will be provided with skill based instructional interventions in a small group and monitored by Administration, Teachers, School Based Leadership and the Problem Solving Team.

Students who were not proficient in ELA or mathematics will be provided with skill based instructional interventions in a small group and monitored by Administration, Teachers, School Based Leadership and the Problem Solving Team.

Students who receive one or more behavior referral leading to in school suspension will be monitored by the PBIS Team and Administration. Behavior Interventions will be implemented by the classroom teacher and the school counselor.

Students who received one or more behavior referral leading to out of school suspension will be monitored by Administration. Behavior interventions will be developed and implemented by the classroom teacher and school counselor.

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

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Attendance below 90 percent	36	28	21	25	18	31	159
One or more suspensions	5	3	9	13	23	11	64
Course failure in ELA or Math	7	2	1	3	1	0	14
Level 1 on statewide assessment	0	0	0	15	20	43	78
	48	34	3	55	42	42	224

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

Indicator	Grade Level						Total
	K	1	2	3	4	5	
Students exhibiting two or more indicators	5	2	2	5	3	3	20

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

Westside has a truancy reduction plan in place for improving attendance. Westside will implement improved communication to students, parents and families through meetings, daily agendas and Edline. A school-wide procedure for excused and unexcused absences will be established following the district's policy. Meetings will also be scheduled with parents and families to address any issues that may be inhibiting attendance. Westside has an attendance committee which includes, the social Worker, certified counselor, Title 1 Facilitator and other staff members. The committee will implement early communication with parents of students identified at risk from excessive tardies and absences. As part of Westside's PBIS students school-wide will be provided with positive reinforcement for good attendance. Students will be recognized through monthly attendance recognition.

The application of the Multi-Tiered System of Supports and data collection is monitored with fidelity by administration. All of Westside's teachers have ongoing tiers of instruction in their classrooms. The tiers include , tier I which is based on the core curriculum , differentiated instruction and common assessments. Tier II involves fluid, skill based small groups based on assessment data and students needs. Tier III provides intensive instructional support for students. The multi-leveled tiers of instruction are provided by classroom teachers and reading and math resource teachers. The fluidity of groups allow students to work on a specific skill until mastered, before moving to a new skill group. The Core Leadership Team meets weekly to discuss student progress in both academics and behavior, review school-wide data and determine the effectiveness of the core curriculum and Multi-Tiered System of Supports. The School Based Leadership Team meets biweekly with team leaders to review all available data and discuss student progress and interventions. Students are referred to the Problem Solving Team based on data reviewed during leadership meetings, data chats and teacher referral. The Problem Solving Team ensures that teachers understand the process and provides support in the planning of academic and behavioral interventions.

Behavioral intervention strategies established to improve academic performance for students at Westside include the school-wide positive behavior support plan which is based on a tiered system of support. This includes the teaching of school-wide expectations for all students delivered through social skills lessons monthly by the teacher or the counselor. Data obtained from the classroom teachers is used by the PBIS Team to identify, assess and evaluate the effectiveness of the Tier I behavioral component. Students in need of additional behavior support will be referred to the Problem Solving Team to discuss and determine interventions to match student needs including classroom interventions and referrals to the counselor. Small group support is provided to students during social skills groups delivered by the school counselor and intensive behavior support is provided through structured behavior interventions and individual counseling.

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/179924>.

Description

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

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

The staff contacts local community organizations and businesses to build relationships and partnerships year round. We have built partnerships with the Boys & Girls Club, Publix, Target, Winn-Dixie, the Home Depot, Cadence Bank, Pizza Hut, Suncoast Credit Union and other local community members. These local businesses and community members attend our Title I Annual Meeting, as well as provide resources to parents during school events and supplies for students. Members of the community and local businesses are invited to become members of our School Advisory Committee. By attending events and providing resources and supplies for students and families, our local community and business partners are an integral part of the success of these events. They are able to provide support for our school in our areas of need for student achievement.

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
Garofano, Kristina	Principal
O'Rourke, Cari	Assistant Principal
Nolette, Cathy	Teacher, K-12
Morris, Brenda	Other
Pepin , Debbie	Instructional Coach
Thornton, Kerry	Guidance Counselor
Addie , Phyllis	Teacher, K-12
Baeza , Cheryl	Teacher, K-12
DiMuro , Mike	Teacher, K-12
Tilton , Amy	Teacher, K-12
Urban, Donna	Teacher, K-12
Kane, Lisa	Teacher, K-12

Duties

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

The school based leadership team meets biweekly with grade level leaders to review school data and initiatives. The data includes common assessment data, CIM data, progress monitoring data, and individual student data: particularly students who are identified as bottom quartile. The leadership team also reviews lesson plans and identifies areas of concern with regards to standards based

instruction and pacing guides. The leadership team's primary role is to support teachers in their classrooms and provide a strong focus on using student data to guide instructional planning.

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

We have maximized our personnel and curricular materials by embedding thirty minute Multi-Tiered Systems of Support (MTSS) Blocks into every grade level. These blocks allow grade level and resource teachers to collaborate and deliver prescriptive instruction to every student at individual levels. These groups of up to thirteen teachers will work in small, skill based, leveled groups to provide remediation, on level, and above level instruction. Resource and Grade level teachers are responsible to plan lessons and review data on a weekly basis. We have used Title 1 funds for supplemental activities that include a variety of highly engaging center activities, leveled readers, and math manipulatives that teachers can check out on a daily basis. Our Title 1 budget is reviewed regularly to determine if funds are available for additional resources and to determine the impact of funds allocated for instructional materials, extended learning opportunities, and additional professional development for teachers.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Kristina Garofano	Principal
Cari O'Rourke	Principal
Kerry Thornton	Teacher
Mrs. Piringer	Parent
Mr. Steinmetz	Business/Community
Mrs. Pepin	Teacher
Mrs. Cintino	Business/Community
Mr. Turnvall	Parent
Mr. Gossage	Parent
Mrs. McGee	Parent
Mr. Hanmore	Parent
Mrs. Hanmore	Parent
Mrs. Mercer	Teacher
Mrs. Serrano	Teacher
Mrs. El Yamani	Teacher

Duties

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

Evaluation of last year's school improvement plan

SAC members will review the 2014-2015 School Improvement Plan and all school data to determine the areas where implementation of the SIP had impact. By disaggregating the data, we can align the initiatives of last year's plan to student achievement. We will discuss any noted "disconnects" and use this information to determine which initiatives to continue or discontinue.

Development of this school improvement plan

SAC members were asked to share input for this year's plan and reviewed last year's plan. At our first meeting, we will share information gathered from team meetings in which teachers determined which high effect strategies would have the most impact on student achievement. We will use the SIP Input Worksheet to gather input from all stakeholders. Parents and stakeholders will be informed of "The Westside Way" initiative, and asked to provide additional practices they feel would have the most effect on student achievement. This data will be incorporated into our plan, as well as be used to develop parent educational opportunities for the 2015-2016 school year.

Preparation of the school's annual budget and plan

SAC budget is determined by enrollment and will likely decrease this year. Possible expenditures will be determined based on school needs and appropriation of these funds will be determined by consensus. The Title 1 committee will work closely with SAC to ensure all monies budgeted and spent will positively impact student achievement.

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

SAC funds were used to fund a Literacy Week on site field trip (Total amount = \$700). SAC funds were also used to provide positive incentives for students with Perfect Attendance and exceptional behavior. (Total amount = \$150) Funds were allotted to purchase student agendas (Total amount = \$950). Teachers received SAC funds to pay for professional development in the Reading in Rhythm method for improving automaticity and fluency (Total amount = \$250)

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:

Name	Title
Pepin , Debbie	Instructional Coach
Garofano, Kristina	Principal
Morris, Brenda	Other
Amy, Moore	Teacher, K-12
Crisci, April	Teacher, K-12
Thornton, Kerry	Guidance Counselor
Kane, Lisa	Teacher, K-12
Burke, Tracy	Teacher, K-12
Coddington, Valerie	Teacher, K-12
Hoover, Ariel	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The LLT will meet the first Tuesday of every month. At each meeting LLT will review grade level data to determine areas of need in which the Instructional Practice Coach will provide support. LLT will discuss upcoming parent activities/meetings after reviewing school wide data and create activities to be incorporated in these meetings that will assist parents as they work with their children. The LLT will promote and support the use of Project READ in all classrooms. The principal and assistant principal will monitor the use of Project READ. The LLT members will model in their classrooms Project READ lessons for their peers. The team will also encourage students in grade 3-5 to read all 15 Sunshine State Readers. K-2 teachers will use "Book-It" program. The LLT will plan and provide on-going literacy nights for parent training as well as celebrations for students who achieve their personal reading goal which will be set in each classroom.

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

Teachers participate in weekly team meetings and bi-weekly Data Chats. The minutes from these chats are posted in Google Docs for review. Substitute coverage is provided for monthly PLCs that include professional development and data review in the morning followed by Learning Walks and collaborative planning in the afternoon.

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

Promoting a positive school culture that entices educators is a priority. This is accomplished through professionalism, positive affirmation of current staff, and creative scheduling that alleviates unnecessary duties and stress. The flow of communication is ongoing and cyclical, so that all staff members feel part of a team effort. Positive relationships with District leaders and the media will help draw quality teachers and staff members to our school.

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

A strong Lead Mentor was chosen based on evaluation data. Mentoring pairings will be based on grade level and curricular similarities as well as evaluation data. Teachers in need of assistance will be paired with the Instructional Practice Coach. Activities will include observations, model lessons, assistance with lesson planning, and data review.

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

This year Westside is focusing on planning lessons directly linked to the standards using Hernando County Model Classroom Best Practices and Curriculum Maps as a guide. Each grade level will be spending time in collaborative planning aligning curriculum maps with materials to cover the standards and prepare students for rigorous assessments. Florida Standards are the foundation of all

posted lesson plans and guide our data analysis. PLCs provide opportunities for CORE leaders to model and for teachers to design rigorous standards based lessons.

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

In order to keep close tabs on our lowest quartile, homeroom teachers fill out the STRIPE (Student Tracking and Reporting Intended to Promote Excellence) data recording sheet monthly. Teacher led groups are formed to differentiate Tier 1 instruction according to student performance on common and formative assessments. MTSS groups are created using baseline assessments and iReady. Grade level teams meet weekly for data chats, and team leaders post minutes of these meetings to the school share drive or in Google Docs for review by the Core Leadership Team. Grade Level Team Leaders share results of team planning at bi-weekly SBLT meetings to enlist the assistance of Instructional Practice Coaches, Resource teachers, Guidance, and Administration. All of these team members work together to provide materials and professional development to modify and supplement instruction.

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

Strategy: Extended School Day

Minutes added to school year: 720

Title I Extended School Day will service the following targeted students: those in grades 3 who were retained from the 2014-2015 school year, students in grades 4-5 that are in the lowest 30th percentile based on District assessments in Math and/or Reading. These students will be invited to participate in an Extended Learning Opportunity. This will be an additional time after school over the course of an 8 week period, where students will receive instruction from highly qualified teachers. Students will have the opportunity to work with our iReady program, and receive small group direct instruction.

Strategy Rationale

The additional time will provide students instruction from highly qualified teachers as well as additional time in our iReady lab. These additional learning opportunities will allow us to provide services to students and focus on individual specific skills sets to close the achievement gaps.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

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

Data will be collected to compare eligible participants versus eligible non-participants of our Extended Learning Opportunity. The effectiveness of this strategy will be measured by student growth on progress monitoring assessments such as FAIR and SAM, at the completion of the Extended Learning Opportunity.

Strategy: Before School Program

Minutes added to school year: 0

Students that arrive to school early Monday-Friday (8:05am-8:35am) will be directed to the iReady Lab for increased learning time.

Strategy Rationale

These students will receive additional learning time in Mathematics and/or Reading through our iReady program to increase fluency and proficiency in these subject areas. We plan to utilize every minute that a student is on campus as an opportunity for learning.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Garofano, Kristina, garofano_k@hcsb.k12.fl.us

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

Data will be collected on the number of minutes each student spends on the program/s. We will analyze the time spent on either math, reading or both to the student's growth on progress monitoring assessments throughout the course of the school year, as compared to those like students that did not participate in the morning computer lab opportunity.

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

We work in close partnership with the Boys and girls Club to transition our Pre-K students into the formal school setting. Vertical team planning ensures teachers are familiar with the expectations and curriculum benchmarks of prior and future grade levels. One PLC and monthly Learning Walks help promote "The Westside Way" and vertical articulation grades PK-5. Guest speakers from a variety of middle schools prepare our exiting fifth graders for the responsibilities of secondary education. Our Fifth Grade Leadership Caucus is a forum to instruct students on the importance of good study habits and exemplifying leadership in academic and social settings.

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

We are partnering with the Kiwanis Club by starting a K-Kids club this year, which introduces students to community involvement and promotes civic responsibility. Students will engage in community projects and assist in our Food and Clothing Pantry.

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

We will offer CAPE digital certification to a group of 20 fourth graders and 25 fifth graders this year. Students will have the opportunity to earn certification in mixed media essentials.

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

We will host journalism, dance, agriculture, and drama clubs as participants in the Hernando County After School STEAM program this year.

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

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Students will write in all subject areas demonstrating an ability to research, analyze, and reflect on literary and informational text.
- G2.** Teachers will collaboratively plan and deliver rigorous standards based lessons, infused with technology, which will increase student engagement across all core academic areas.
- G3.** Teachers will collaborate frequently, have opportunities to share best practices and provide support and positive feedback to peers on a regular basis.

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. Students will write in all subject areas demonstrating an ability to research, analyze, and reflect on literary and informational text. 1a

G072947

Targets Supported 1b

Indicator	Annual Target
Writing Gains District Assessment	7.0

Resources Available to Support the Goal 2

- Supplemental instructional materials
- Time allocated in the schedule
- Instructional Practice Coach

Targeted Barriers to Achieving the Goal 3

- Developing a timely and systematic process for writing instruction
- Building students' analytical reading and critical thinking skills

Plan to Monitor Progress Toward G1. 8

Ongoing monitoring of lesson plans, student journals, assessments, and published writing using peer editing and the FSA rubric, and walkthrough data to determine that curriculum maps and the use of interactive journals in all subject areas are ensuring a systematic delivery of the writing process and acquisition of writing skills that incorporate analytical and critical thinking skills across all subject areas.

Person Responsible

Kristina Garofano

Schedule

Monthly, from 9/14/2015 to 6/1/2016

Evidence of Completion

Lesson Plans DWAP scores Edline Gradebooks Observation 360 reports Posted Writing with FSA rubric

G2. Teachers will collaboratively plan and deliver rigorous standards based lessons, infused with technology, which will increase student engagement across all core academic areas. 1a

G072948

Targets Supported 1b

Indicator	Annual Target
Highly Effective Teachers (Performance Rating)	80.0

Resources Available to Support the Goal 2

- Professional Development
- Administrative Walkthroughs
- Technology
- Supplemental Instructional Resources

Targeted Barriers to Achieving the Goal 3

- Implementation of new District curriculum maps
- Implementation of highly engaging technology infused lessons

Plan to Monitor Progress Toward G2. 8

Ongoing monitoring of lesson plans, walk-through data and student data will demonstrate how the infusion of technology determines the effectiveness and quality of delivery of observed lessons and increases student engagement.

Person Responsible

Kristina Garofano

Schedule

Daily, from 9/4/2015 to 6/1/2016

Evidence of Completion

Observation 360 reports will show an increase in scores on Charlotte Danielson Indicators 1c,1d, 2e and 3c through the use of Promethean Boards, iReady, and Google Docs. Common assessment, FAIR, and Performance Matters data iReady reports Model Classroom Walkthrough data Digital Classroom observation data Monitoring of Title 1 purchased tablets Monitoring of 4th and 5th grade CAPE pass/fail rates

G3. Teachers will collaborate frequently, have opportunities to share best practices and provide support and positive feedback to peers on a regular basis. 1a

G072949

Targets Supported 1b

Indicator	Annual Target
5Es Score: Collaborative Teachers	0.0

Resources Available to Support the Goal 2

- PLC opportunities for Vertical Team Planning and Learning Walks
- Staff Recognitions

Targeted Barriers to Achieving the Goal 3

- Lack of opportunities to engage in vertical team planning, lack of awareness of the strengths and needs of colleagues in other grade levels, and diminished trust and willingness to share positive praise or constructive feedback.

Plan to Monitor Progress Toward G3. 8

CORE team members will attend team meetings, SBLT meetings, and TIGER committee meetings to observe and determine implementation of increased collaboration, sharing, support, and positive feedback with a focus on "The Westside Way".

Person Responsible

Cari O'Rourke

Schedule

Weekly, from 9/8/2015 to 5/27/2016

Evidence of Completion

Team Meeting minutes SBLT meeting minutes TIGER committee minutes 5E survey results

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. Students will write in all subject areas demonstrating an ability to research, analyze, and reflect on literary and informational text. **1**

 **G072947**

G1.B1 Developing a timely and systematic process for writing instruction **2**

 **B190459**

G1.B1.S1 Professional Development on the implementation of District Curriculum Maps **4**

 **S201886**

Strategy Rationale

Following the curriculum maps creates a systematic process that all teachers can adhere to and will increase consistency and rigor across grade levels.

Action Step 1 **5**

All instructional staff will be trained on the use of District Curriculum maps prior to the start of the year and throughout the year at PLCs.

Person Responsible

Kristina Garofano

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

Sign In Sheets

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

Administration will review ERO and Observation 360 reports to verify attendance and implementation.

Person Responsible

Kristina Garofano

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Evidence of Completion

ERO and Observation 360 reports

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

Ongoing monitoring of lesson plans and student progress to determine delivery and mastery of the fundamental writing skills that are embedded into curriculum maps.

Person Responsible

Debbie Pepin


Schedule

Biweekly, from 9/21/2015 to 6/1/2016

Evidence of Completion

Lesson Plans Team meeting minutes STRIPE data DWAP data

G1.B1.S2 Require use of interactive journals as part of ELA, Math, and Science instruction. 4

 S201887

Strategy Rationale

Writing is a powerful indicator of metacognition, and reflective journal entries will serve as a formative assessment of student knowledge.

Action Step 1 5

All lessons in ELA, Math, and Science will include a writing component and interactive journal entries will be reviewed and feedback will be provided on a regular basis.

Person Responsible

Debbie Pepin

Schedule

Weekly, from 9/14/2015 to 5/27/2016

Evidence of Completion

Student Journals Lesson Plans Posted writing samples with rubrics

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

Frequent review of walkthrough data, student journals, and posted work samples.

Person Responsible

Cari O'Rourke

Schedule

Weekly, from 9/14/2015 to 5/27/2016

Evidence of Completion

Observation 360 reports District Walkthrough Data IPC anecdotal records

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

Review of student grades and scores on district writing assessments.

Person Responsible

Brenda Morris

Schedule

Biweekly, from 9/14/2015 to 5/27/2016

Evidence of Completion

Edline reports DWAP scores FAIR SAM iReady

G1.B2 Building students' analytical reading and critical thinking skills 2

 B190460

G1.B2.S1 Plan and deliver Professional Development targeting analytical reading and critical thinking skills 4

 S201888

Strategy Rationale

School data reveals student deficiencies in these areas, indicating a need for teachers to include these components in their instruction.

Action Step 1 5

Teachers will participate in professional development in planning lessons that incorporate analytical reading and critical thinking activities.

Person Responsible

Kristina Garofano

Schedule

Monthly, from 8/24/2015 to 5/27/2016

Evidence of Completion

Professional Development Plan Grade Level Lesson Plans

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

Leadership Team will review the documents used in Professional Development and observe implementation during walkthroughs.

Person Responsible

Kristina Garofano

Schedule

Weekly, from 8/24/2015 to 8/24/2015

Evidence of Completion

Professional development calendar Agendas and Handouts Administrative walkthroughs
District walkthrough data

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

Administration and Instructional Practice Coach will review observation and student achievement data to ensure that students are demonstrating progress in analytical reading and critical thinking skills.

Person Responsible

Kristina Garofano

Schedule

Biweekly, from 8/24/2015 to 8/24/2015


Evidence of Completion

Observation PD360 data Instructional Practice Coach observation data Student
Achievement data Exemplary work displays


G2. Teachers will collaboratively plan and deliver rigorous standards based lessons, infused with technology, which will increase student engagement across all core academic areas. 1

 G072948

G2.B1 Implementation of new District curriculum maps 2

 B190461

G2.B1.S1 Teachers will participate in regular professional development focused on implementation of curriculum maps. 4

 S201889

Strategy Rationale

Teachers must have a working knowledge of the standards and the scope and sequence for implementation of the standards using the curriculum maps.

Action Step 1 5

Create a schedule of professional development for the 2015-2016 school year.

Person Responsible

Kristina Garofano

Schedule

Monthly, from 9/4/2015 to 12/4/2015

Evidence of Completion

PD schedule evident on the Master Calendar Attendance rosters from Professional Development PD schedule will be evaluated on a monthly basis to determine needs based on school data

Action Step 2 5

Professional Development is focused on implementation of District Curriculum maps.

Person Responsible

Cari O'Rourke

Schedule

Weekly, from 9/4/2015 to 5/27/2016

Evidence of Completion

PD Agenda

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

School administrators will collect agendas, hand-outs and/or lesson plans for all professional development opportunities.

Person Responsible

Kristina Garofano

Schedule

Monthly, from 8/28/2015 to 6/1/2016

Evidence of Completion

Archived agendas, hand-outs and lesson plans

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

School administrators, district administrators, and Instructional Practices Coach will conduct walk-throughs.

Person Responsible

Kristina Garofano


Schedule

Weekly, from 8/24/2015 to 6/1/2016

Evidence of Completion

Observation 360 data, informal and formal observation data, and instructional practices coach walk-through data, and lesson plans will show evidence of curriculum map implementation.

G2.B2 Implementation of highly engaging technology infused lessons **2**

 B190462

G2.B2.S1 Provide Professional Development focused on the use of interactive Promethean boards and tablets. **4**

 S201890

Strategy Rationale

Teachers will need to understand how to use the new technology.

Action Step 1 **5**

Provide ongoing PD to ensure that teachers are familiar with all of the components of the Promethean board and tablets.

Person Responsible

Kristina Garofano

Schedule

Monthly, from 8/19/2015 to 6/1/2016

Evidence of Completion

PD Calendar Training agendas Sign in sheets Observation 360 Reports

Action Step 2 **5**

Modeling of the use of interactive Promethean boards by Administration and facilitators of professional development and support modeling from colleagues to provide ongoing professional development.

Person Responsible

Cari O'Rourke

Schedule

Monthly, from 9/4/2015 to 5/27/2016

Evidence of Completion

PLC agendas District walkthrough data Observation 360 Reports

Action Step 3 5

Teachers will have opportunities in PLCs and common planning to share best practices for use of Promethean boards and tablets in interactive technology infused lessons.

Person Responsible

Debbie Pepin

Schedule

Weekly, from 9/4/2015 to 5/27/2016

Evidence of Completion

IPC anecdotal records Team planning minutes Lesson Plans Observation 360 Reports

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

Administration and Leadership team will ensure that all staff members attend professional development.

Person Responsible

Kristina Garofano

Schedule

Monthly, from 9/4/2015 to 5/27/2016

Evidence of Completion

PD calendar and Agendas Sign in sheets Meeting minutes

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

Administrative and District walkthroughs will result in high ratings on indicators involving the infusion of technology into highly engaging lessons.

Person Responsible

Cari O'Rourke

Schedule

Weekly, from 9/21/2015 to 6/1/2016

Evidence of Completion

Observation 360 reports District Walkthrough data

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

Leadership team will review student achievement data to determine impact of rigorous, standards based lessons infused with technology.

Person Responsible

Kristina Garofano


Schedule

Biweekly, from 10/2/2015 to 6/1/2016

Evidence of Completion

iReady reports STRIPE data FAIR and Performance Matters data

G2.B2.S2 Provide Professional Development on the use of iReady 4

 S201891

Strategy Rationale

Teachers need to be familiar with the diagnostic and instructional components of iReady.

Action Step 1 5

All teachers will be trained on the use of the diagnostic and instructional components of iReady, and use the data to guide instruction and systems of support.

Person Responsible

Kristina Garofano

Schedule

Semiannually, from 8/18/2015 to 5/27/2016

Evidence of Completion

ERO Attendance Rosters

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

CORE team and teachers will review the relationship between assessment data and student placement.

Person Responsible

Brenda Morris

Schedule

Biweekly, from 9/14/2015 to 5/27/2016

Evidence of Completion

iReady reports MTSS rosters

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

Student achievement data will reviewed to ensure it aligns with iReady formative assessment data.

Person Responsible

Kristina Garofano


Schedule

Triannually, from 10/19/2015 to 5/27/2016

Evidence of Completion

iReady Reports Edline Gradebooks FAIR scores SAM data FSA scores

G2.B2.S3 Provide Professional Development on the use of Google Docs to collaborate and share resources. **4**

 S201892

Strategy Rationale

Google Docs enables teams of teachers to share data and resources with colleagues and administrators and creates fluid documents to guide decision making (i.e. data, common assessments, MTSS groupings).

Action Step 1 **5**

District Personnel will provide Google Doc training for all instructional staff.

Person Responsible

Kristina Garofano

Schedule

On 9/25/2015

Evidence of Completion

ERO attendance rosters

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

Administration will review lesson plans shared through Google Docs.

Person Responsible

Cari O'Rourke

Schedule

Weekly, from 10/5/2015 to 5/27/2016

Evidence of Completion

First Class emails

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

Time will be allotted in PLCs for teacher collaboration and support in using Google Docs.

Person Responsible

Cari O'Rourke

Schedule

Monthly, from 9/4/2015 to 5/27/2016


Evidence of Completion

PLC agendas

G3. Teachers will collaborate frequently, have opportunities to share best practices and provide support and positive feedback to peers on a regular basis. 1

 G072949

G3.B1 Lack of opportunities to engage in vertical team planning, lack of awareness of the strengths and needs of colleagues in other grade levels, and diminished trust and willingness to share positive praise or constructive feedback. 2

 B190463

G3.B1.S1 Offer one Vertical Team Planning session and monthly Learning Walks. 4

 S201893

Strategy Rationale

When educators have time to observe each other and discuss grade level expectations and best practices, they will be more equipped to share positive feedback or offer support. Research indicates that schools strong in at least three of the 5Essentials were 10 times more likely to improve student growth in test scores and 30 times less likely to stagnate.

Action Step 1 5

Build Learning Walks and one Vertical Team Planning session into the yearlong PLC schedule.

Person Responsible

Kristina Garofano

Schedule

Monthly, from 9/4/2015 to 5/27/2016

Evidence of Completion

PLC Agendas ERO Reports

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Administration will facilitate and provide feedback venues for Learning Walks and Vertical Team Planning.

Person Responsible

Cari O'Rourke

Schedule

Monthly, from 9/4/2015 to 5/27/2016

Evidence of Completion

"On the Hunt for Best Practices" notes Learning Walk note taking templates

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Survey results will demonstrate increased levels of trust and collegiality among staff.

Person Responsible

Kristina Garofano

Schedule

Evidence of Completion

5E Survey Results

G3.B1.S2 Combine input from the Organizing to Lead TIGER committee and all stakeholders to create and enact guiding principles and standards for relationships and behavior, "The Westside Way". 4

 S201894

Strategy Rationale

When all stakeholders have a voice and input, they are more empowered and likely to work together to accomplish a shared vision. Research indicates that schools strong in at least three of the 5Essentials were 10 times more likely to improve student growth in test scores and 30 times less likely to stagnate.

Action Step 1 5

Review results from the 2014-2015 5E survey with all stakeholders and TIGER committee to pinpoint areas of need around which "The Westside Way" can be created.

Person Responsible

Kristina Garofano

Schedule

Weekly, from 8/17/2015 to 8/28/2015

Evidence of Completion

Preschool agenda TIGER Committee meeting minutes

Plan to Monitor Fidelity of Implementation of G3.B1.S2 6

Create posters and announce components of The Westside Way every morning.

Person Responsible

Cari O'Rourke

Schedule

Daily, from 8/31/2015 to 6/3/2016

Evidence of Completion

Administrative and District Walkthroughs Scores on Danielson Indicator 4D

Plan to Monitor Effectiveness of Implementation of G3.B1.S2 7

Recognize staff members, share Learning Walk observations, and highlight best practices.

Person Responsible

Cari O'Rourke

Schedule

Monthly, from 9/4/2015 to 6/3/2016

Evidence of Completion

Eye of the Tiger notes Learning Walk data collection forms On the Hunt for Best Practices notes

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	All instructional staff will be trained on the use of District Curriculum maps prior to the start of the year and throughout the year at PLCs.	Garofano, Kristina	8/17/2015	Sign In Sheets	5/27/2016 monthly
G1.B1.S2.A1	All lessons in ELA, Math, and Science will include a writing component and interactive journal entries will be reviewed and feedback will be provided on a regular basis.	Pepin , Debbie	9/14/2015	Student Journals Lesson Plans Posted writing samples with rubrics	5/27/2016 weekly
G1.B2.S1.A1	Teachers will participate in professional development in planning lessons that incorporate analytical reading and critical thinking activities.	Garofano, Kristina	8/24/2015	Professional Development Plan Grade Level Lesson Plans	5/27/2016 monthly
G2.B1.S1.A1	Create a schedule of professional development for the 2015-2016 school year.	Garofano, Kristina	9/4/2015	PD schedule evident on the Master Calendar Attendance rosters from Professional Development PD schedule will be evaluated on a monthly basis to determine needs based on school data	12/4/2015 monthly
G2.B2.S1.A1	Provide ongoing PD to ensure that teachers are familiar with all of the components of the Promethean board and tablets.	Garofano, Kristina	8/19/2015	PD Calendar Training agendas Sign in sheets Observation 360 Reports	6/1/2016 monthly
G2.B2.S2.A1	All teachers will be trained on the use of the diagnostic and instructional components of iReady, and use the data to guide instruction and systems of support.	Garofano, Kristina	8/18/2015	ERO Attendance Rosters	5/27/2016 semiannually
G2.B2.S3.A1	District Personnel will provide Google Doc training for all instructional staff.	Garofano, Kristina	9/4/2015	ERO attendance rosters	9/25/2015 one-time
G3.B1.S1.A1	Build Learning Walks and one Vertical Team Planning session into the yearlong PLC schedule.	Garofano, Kristina	9/4/2015	PLC Agendas ERO Reports	5/27/2016 monthly
G3.B1.S2.A1	Review results from the 2014-2015 5E survey with all stakeholders and TIGER committee to pinpoint areas of need	Garofano, Kristina	8/17/2015	Preschool agenda TIGER Committee meeting minutes	8/28/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	around which "The Westside Way" can be created.				
G2.B1.S1.A2	Professional Development is focused on implementation of District Curriculum maps.	O'Rourke, Cari	9/4/2015	PD Agenda	5/27/2016 weekly
G2.B2.S1.A2	Modeling of the use of interactive Promethean boards by Administration and facilitators of professional development and support modeling from colleagues to provide ongoing professional development.	O'Rourke, Cari	9/4/2015	PLC agendas District walkthrough data Observation 360 Reports	5/27/2016 monthly
G2.B2.S1.A3	Teachers will have opportunities in PLCs and common planning to share best practices for use of Promethean boards and tablets in interactive technology infused lessons.	Pepin , Debbie	9/4/2015	IPC anecdotal records Team planning minutes Lesson Plans Observation 360 Reports	5/27/2016 weekly
G1.MA1	Ongoing monitoring of lesson plans, student journals, assessments, and published writing using peer editing and the FSA rubric, and walkthrough data to determine that curriculum maps and the use of interactive journals in all subject areas are ensuring a systematic delivery of the writing process and acquisition of writing skills that incorporate analytical and critical thinking skills across all subject areas.	Garofano, Kristina	9/14/2015	Lesson Plans DWAP scores Edline Gradebooks Observation 360 reports Posted Writing with FSA rubric	6/1/2016 monthly
G1.B1.S1.MA1	Ongoing monitoring of lesson plans and student progress to determine delivery and mastery of the fundamental writing skills that are embedded into curriculum maps.	Pepin , Debbie	9/21/2015	Lesson Plans Team meeting minutes STRIPE data DWAP data	6/1/2016 biweekly
G1.B1.S1.MA1	Administration will review ERO and Observation 360 reports to verify attendance and implementation.	Garofano, Kristina	8/17/2015	ERO and Observation 360 reports	5/27/2016 monthly
G1.B2.S1.MA1	Administration and Instructional Practice Coach will review observation and student achievement data to ensure that students are demonstrating progress in analytical reading and critical thinking skills.	Garofano, Kristina	8/24/2015	Observation PD360 data Instructional Practice Coach observation data Student Achievement data Exemplary work displays	8/24/2015 biweekly
G1.B2.S1.MA1	Leadership Team will review the documents used in Professional Development and observe implementation during walkthroughs.	Garofano, Kristina	8/24/2015	Professional development calendar Agendas and Handouts Administrative walkthroughs District walkthrough data	8/24/2015 weekly
G1.B1.S2.MA1	Review of student grades and scores on district writing assessments.	Morris, Brenda	9/14/2015	Edline reports DWAP scores FAIR SAM iReady	5/27/2016 biweekly
G1.B1.S2.MA1	Frequent review of walkthrough data, student journals, and posted work samples.	O'Rourke, Cari	9/14/2015	Observation 360 reports District Walkthrough Data IPC anecdotal records	5/27/2016 weekly
G2.MA1	Ongoing monitoring of lesson plans, walk-through data and student data will demonstrate how the infusion of technology determines the effectiveness and quality of delivery of observed lessons and increases student engagement.	Garofano, Kristina	9/4/2015	Observation 360 reports will show an increase in scores on Charlotte Danielson Indicators 1c,1d, 2e and 3c through the use of Promethean Boards, iReady, and Google Docs. Common assessment, FAIR, and Performance Matters data iReady reports Model Classroom Walkthrough data Digital Classroom observation data Monitoring of Title 1 purchased tablets Monitoring of 4th and 5th grade CAPE pass/fail rates	6/1/2016 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	School administrators, district administrators, and Instructional Practices Coach will conduct walk-throughs.	Garofano, Kristina	8/24/2015	Observation 360 data, informal and formal observation data, and instructional practices coach walk-through data, and lesson plans will show evidence of curriculum map implementation.	6/1/2016 weekly
G2.B1.S1.MA1	School administrators will collect agendas, hand-outs and/or lesson plans for all professional development opportunities.	Garofano, Kristina	8/28/2015	Archived agendas, hand-outs and lesson plans	6/1/2016 monthly
G2.B2.S1.MA1	Leadership team will review student achievement data to determine impact of rigorous, standards based lessons infused with technology.	Garofano, Kristina	10/2/2015	iReady reports STRIPE data FAIR and Performance Matters data	6/1/2016 biweekly
G2.B2.S1.MA1	Administration and Leadership team will ensure that all staff members attend professional development.	Garofano, Kristina	9/4/2015	PD calendar and Agendas Sign in sheets Meeting minutes	5/27/2016 monthly
G2.B2.S1.MA3	Administrative and District walkthroughs will result in high ratings on indicators involving the infusion of technology into highly engaging lessons.	O'Rourke, Cari	9/21/2015	Observation 360 reports District Walkthrough data	6/1/2016 weekly
G2.B2.S2.MA1	Student achievement data will reviewed to ensure it aligns with iReady formative assessment data.	Garofano, Kristina	10/19/2015	iReady Reports Edline Gradebooks FAIR scores SAM data FSA scores	5/27/2016 triannually
G2.B2.S2.MA1	CORE team and teachers will review the relationship between assessment data and student placement.	Morris, Brenda	9/14/2015	iReady reports MTSS rosters	5/27/2016 biweekly
G2.B2.S3.MA1	Time will be allotted in PLCs for teacher collaboration and support in using Google Docs.	O'Rourke, Cari	9/4/2015	PLC agendas	5/27/2016 monthly
G2.B2.S3.MA1	Administration will review lesson plans shared through Google Docs.	O'Rourke, Cari	10/5/2015	First Class emails	5/27/2016 weekly
G3.MA1	CORE team members will attend team meetings, SBLT meetings, and TIGER committee meetings to observe and determine implementation of increased collaboration, sharing, support, and positive feedback with a focus on "The Westside Way".	O'Rourke, Cari	9/8/2015	Team Meeting minutes SBLT meeting minutes TIGER committee minutes 5E survey results	5/27/2016 weekly
G3.B1.S1.MA1	Survey results will demonstrate increased levels of trust and collegiality among staff.	Garofano, Kristina	5/6/2016	5E Survey Results	one-time
G3.B1.S1.MA1	Administration will facilitate and provide feedback venues for Learning Walks and Vertical Team Planning.	O'Rourke, Cari	9/4/2015	"On the Hunt for Best Practices" notes Learning Walk note taking templates	5/27/2016 monthly
G3.B1.S2.MA1	Recognize staff members, share Learning Walk observations, and highlight best practices.	O'Rourke, Cari	9/4/2015	Eye of the Tiger notes Learning Walk data collection forms On the Hunt for Best Practices notes	6/3/2016 monthly
G3.B1.S2.MA1	Create posters and announce components of The Westside Way every morning.	O'Rourke, Cari	8/31/2015	Administrative and District Walkthroughs Scores on Danielson Indicator 4D	6/3/2016 daily

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. Students will write in all subject areas demonstrating an ability to research, analyze, and reflect on literary and informational text.

G1.B2 Building students' analytical reading and critical thinking skills

G1.B2.S1 Plan and deliver Professional Development targeting analytical reading and critical thinking skills

PD Opportunity 1

Teachers will participate in professional development in planning lessons that incorporate analytical reading and critical thinking activities.

Facilitator

Debbie Pepin Brenda Morris Kristina Garofano Cari O'Rourke

Participants

All Instructional Staff

Schedule

Monthly, from 8/24/2015 to 5/27/2016

G2. Teachers will collaboratively plan and deliver rigorous standards based lessons, infused with technology, which will increase student engagement across all core academic areas.

G2.B1 Implementation of new District curriculum maps

G2.B1.S1 Teachers will participate in regular professional development focused on implementation of curriculum maps.

PD Opportunity 1

Create a schedule of professional development for the 2015-2016 school year.

Facilitator

IP Coach Diane Welch Jesse Diaz Ana McMoran Cari O'Rourke Kristina Garofano

Participants

Grade Level teachers Resource teachers Specials teachers ESE teachers

Schedule

Monthly, from 9/4/2015 to 12/4/2015

G2.B2 Implementation of highly engaging technology infused lessons

G2.B2.S1 Provide Professional Development focused on the use of interactive Promethean boards and tablets.

PD Opportunity 1

Provide ongoing PD to ensure that teachers are familiar with all of the components of the Promethean board and tablets.

Facilitator

Promethean trainers Kristina Garofano

Participants

Grade level teachers Specials teachers Resource teachers ESE teachers

Schedule

Monthly, from 8/19/2015 to 6/1/2016

Technical Assistance Items

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

G1. Students will write in all subject areas demonstrating an ability to research, analyze, and reflect on literary and informational text.

G1.B1 Developing a timely and systematic process for writing instruction

G1.B1.S1 Professional Development on the implementation of District Curriculum Maps

PD Opportunity 1

All instructional staff will be trained on the use of District Curriculum maps prior to the start of the year and throughout the year at PLCs.

Facilitator

Cari O'Rourke

Participants

Instructional Staff

Schedule

Monthly, from 8/17/2015 to 5/27/2016

Budget

Budget Data

1	G1.B1.S1.A1	All instructional staff will be trained on the use of District Curriculum maps prior to the start of the year and throughout the year at PLCs.				\$65,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			District-Wide	Title I Part A		\$65,000.00
2	G1.B1.S2.A1	All lessons in ELA, Math, and Science will include a writing component and interactive journal entries will be reviewed and feedback will be provided on a regular basis.				\$0.00
3	G1.B2.S1.A1	Teachers will participate in professional development in planning lessons that incorporate analytical reading and critical thinking activities.				\$0.00
4	G2.B1.S1.A1	Create a schedule of professional development for the 2015-2016 school year.				\$0.00
5	G2.B1.S1.A2	Professional Development is focused on implementation of District Curriculum maps.				\$0.00
6	G2.B2.S1.A1	Provide ongoing PD to ensure that teachers are familiar with all of the components of the Promethean board and tablets.				\$0.00

Budget Data			
7	G2.B2.S1.A2	Modeling of the use of interactive Promethean boards by Administration and facilitators of professional development and support modeling from colleagues to provide ongoing professional development.	\$0.00
8	G2.B2.S1.A3	Teachers will have opportunities in PLCs and common planning to share best practices for use of Promethean boards and tablets in interactive technology infused lessons.	\$0.00
9	G2.B2.S2.A1	All teachers will be trained on the use of the diagnostic and instructional components of iReady, and use the data to guide instruction and systems of support.	\$0.00
10	G2.B2.S3.A1	District Personnel will provide Google Doc training for all instructional staff.	\$0.00
11	G3.B1.S1.A1	Build Learning Walks and one Vertical Team Planning session into the yearlong PLC schedule.	\$0.00
12	G3.B1.S2.A1	Review results from the 2014-2015 5E survey with all stakeholders and TIGER committee to pinpoint areas of need around which "The Westside Way" can be created.	\$0.00
Total:			\$65,000.00