

Hendry County Schools

Westside Elementary School



2016-17 Schoolwide Improvement Plan

Westside Elementary School

205 ARROYO AVE, Clewiston, FL 33440

http://hendry-schools.org/education/school/school.php?sectionid=12&sc_id=1171294169

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	83%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	B	C

**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 Hendry County School Board on 10/11/2016.

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 a monitoring status of "Former F" (see page 4). For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	6
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	11
Ambitious Instruction and Learning	11
8-Step Planning and Problem Solving Implementation	15
Goals Summary	15
Goals Detail	15
Action Plan for Improvement	18
Appendix 1: Implementation Timeline	34
Appendix 2: Professional Development and Technical Assistance Outlines	36
Professional Development Opportunities	36
Technical Assistance Items	40
Appendix 3: Budget to Support Goals	40

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Westside Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Westside Elementary will be an inviting and compassionate school community united with families in our dedication to children through a commitment to innovative instruction and fostering a desire to learn.

Westside Elementary will be a collaborative learning community, which provides quality education through proven instructional practices and innovative teaching strategies. We will maximize student achievement by utilizing effective resources, focusing on differentiated instruction that results in active engagement.

b. Provide the school's vision statement.

The staff at Westside Elementary School will implement an instructional program that promotes academic and artistic excellence, second language development, respect, and social responsibility. Westside Elementary School will be known as a caring and safe community that nurtures its diversity. Students will be challenged to reach for the future, to take pride in who they are and what they can become.

2. School Environment

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

Westside Elementary School's teachers acknowledge both individual and cultural differences enthusiastically and identify these differences in a positive manner. Through discussion and activities our teachers provide students with a curriculum that builds on their prior knowledge and cultural experiences. Social skills such as respect and cross-cultural understanding are modeled, taught, prompted, and reinforced by the teacher. Developing an understanding of students' lives also enables the teacher to increase the relevance of lessons and make examples more meaningful. Westside has a classroom atmosphere that is respectful of all students and that holds high expectations of them as learners. Respect for students is reflected in the nature of the activities given to children, the teachers provide challenging, complex, and relevant tasks. Respect is also conveyed directly to the children themselves when our teachers hold high expectations for achievement for all students and support students in attaining them. These expectations can be conveyed in a variety of ways—encouraging students, giving them status in the classroom by seeking out and recognizing their strengths, building on what they already know, and providing the assistance they need to succeed at challenging tasks.

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

To ensure our students safety, anyone coming on campus must sign in at the front office. During arrival and dismissal times, Westside's staff is visible to parents and buses. We have a "Warrior Buck" program which promotes following the school-wide rules for behavior. Westside also has a Zero Tolerance Policy on bullying. We make sure students interact safely and monitor bullying "hot spots" in and around the building. Westside Elementary creates a "Caring Environment". Our teachers form and maintain responsive classrooms as caring places where it is acceptable to take risks, and where the classroom is a "safe space," making school a haven from outside stresses. Our teachers set clear norms for respectful and caring behavior at the beginning of the year, as well as consistent routines. Our routines include; communicating clearly when giving directions and

presenting new information, pacing instruction appropriately, promoting students' involvement, communicating clear expectations for success on tasks, monitoring students' progress, and providing immediate feedback. Thus, making the classroom a predictable, pleasant place, which can communicate the feeling of safety. Administration, teachers, bus drivers, cafeteria staff, office staff, school nurses, and others help set the tone at our school.

c. 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.

WES has implemented a school-wide system of positive behavior support. The expectations for behavior are clearly set and communicated to all students, staff and families. This will increase the communication with stakeholders about the behavior of their students. The MTSS team will closely monitor all data related to discipline incidents. Through this process, we anticipate minimizing distractions to keep students engaged during instructional time.

d. 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.

A comprehensive guidance program is provided to ensure the social and emotional needs of all students are met. Classroom guidance is provided throughout the school year on a variety of topics. All students have access to individual or small group counseling which is provided by the school guidance counselor. The Exceptional Student Education department provides access to a Licensed Clinical Social Worker and behavior analyst as needed. Referrals are provided to outside agencies as deemed appropriate. All students are provided instruction regarding behavior expectations and social skills.

3. Early Warning Systems

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

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system.

Westside believes in data driven instruction. To prevent students falling through the cracks, teachers participate in regular grade-wide, as well as class-based data chats. This includes collaborative planning and problem-solving with grade team members, members of the school's intervention team, the Academic Resource Team, and administration.

Students struggling academically are looked at with a holistic approach. Attendance, medical, environmental/personal concerns, behavior, classroom accomplishments, and school/district/state assessments are considered when reviewing data. As each component is reviewed, problem-solving occurs to ensure that the interventions put into place best fit the needs of the student. Then these interventions are monitored closely with consistent evaluation of student progress on set goals.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	24	17	18	17	15	17	0	0	0	0	0	0	0	108
One or more suspensions	1	2	2	7	12	6	0	0	0	0	0	0	0	30
Course failure in ELA or Math	4	3	8	9	4	8	0	0	0	0	0	0	0	36
Level 1 on statewide assessment	0	0	0	33	37	26	0	0	0	0	0	0	0	96

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	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	3	1	2	14	12	15	0	0	0	0	0	0	0	47

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

Attendance Interventions: Parent Contact via mail and phone calls; support from district Truancy Program, support from the School-Based Resource Office.

Medical/Behavioral Interventions: Supported by school Guidance Counselor, Nurse, Community Mental Health Resources, and district behavior analyst.

Academic Interventions: ELA and Math Core Instruction support is provided by the teacher and/or support staff. The MTSS team provides support through problem solving based on student need. Students needing occasional classroom assistance on grade-appropriate material are supported in class by the teacher. Students at or just below grade level will be supported regularly by the teacher and/or support staff. Finally, students needing intensive support on tasks two years or more below grade level are supported by the classroom teacher, ESE support staff (either teacher or para), or Reading Resource.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

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

2. Description

We will have curriculum nights for our families explaining expectations of our students throughout the year. We have one at the beginning of the year and one third grade period. We will work closely with PTO to have reading nights throughout the year. Make and takes will also be done throughout the year to help families create helpful lessons to take home and do with their children.

2. 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 Hendry County Economical Development Council assisted with teacher recruitment this year. The EDC allocated funds to provide lodging for possible recruits that were interviewing for positions. The local Wal-mart supports our school with supplies that are used in the classrooms throughout the year. Bello's Jewelry Store is providing us with fund raising events. The Clewiston Museum is also supporting our 4th grade students with some south Florida Heritage education. WES utilizes local and state law enforcement and safety personnel to support learning regarding community helpers.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Busin, Anthony	Principal
Sweet, Aimee	Assistant Principal

b. Duties

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

The team plans to meet monthly to engage in the following activities:

- *Review universal screening data and link to instructional decisions.

- *Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.

- *Based on the above information, the team will identify professional development and resources needed.

- *The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.

- * The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

2. 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 Team will meet with the School Advisory Council (SAC) and principal to assist in developing the SIP. The team will provide data on : Tier 1, 2 and 3 targets; academic and social/emotional areas that need to be addressed; help set clear expectations for instruction (Rigor, Relevance, Relationship); will facilitate the development of a systemic approach to teaching (Gradual Release, Essential Questions, Activating Strategies, Teaching Strategies, Extending, Refining, and Summarizing); and aligning processes and procedures.

We use title I funds through out the year to support the educational system. We use Title I to support

our afterschool program, technology and training. Throughout the year Westside keeps a close eye and ear on our families and to make sure we make the district a where of homeless situations.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Anthony Busin	Principal
Candice Sanchez	Parent
Tarifa Callwood	Parent
Ivette Avila	Parent
Esperanza Kane	Business/Community
Lisa Cannarriato	Teacher
Michelle Pridgen	Business/Community
Christina Luna	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

SAC reviewed the scores, goals and possible directions to go of what worked and what WES can do better. We have had suggestions that are equable to implement and further pursue for what is best for our students.

b. Development of this school improvement plan

SAC team reviews and gives input of our educational improvements at Westside. They give suggestions of needed improvements and problem solve how the process can be carried through.

c. Preparation of the school's annual budget and plan

SAC team reviews the data and the needs of the school via teachers and parents. SAC then best decide where and how school improvement monies are allocated

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

SAC is looking into technology to improve our students typing ability and keyboarding skills to support our School Wide Reading/Writing Program.

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Busin, Anthony	Principal
Sweet, Aimee	Assistant Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT will work with teachers providing the teachers with strategies on small group instruction. Daily and weekly walk throughs will be done throughout the year to look for higher order thinking and questioning techniques.

D. Public and Collaborative Teaching

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

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

All of our teachers have the same planning time per grade level, and special areas The teacher meet throughout the week to plan and problem solve new curriculum issues and ideas. The school leadership team meets with all grade levels weekly to discuss the progress of instruction and the safety of our students. The school site administration, district trainers have PLCs planned throughout the year to work on and develop knowledge that will help our students. Lesson study is planned for this year to focus on rigor and relevance.

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

Tony Busin is responsible for recruiting, retaining highly qualified, effective teachers. When recruiting he uses a teacher-teacher website and our county site - Applitrac.

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

Our New Teacher Mentoring program is done by our county and the new teachers with seasoned teachers that are trained in Clinical Education and that are closely related to each of the new teachers' fields. Throughout the year the new teachers meet with their mentors, Mrs. Sweet, and attend their mandatory New Teacher meetings.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Teachers attend trainings both within district and out of district to ensure they are up-to-date with expectations and materials. While a textbook is purchased, teachers support their instruction with supplemental ELA and mathematics materials to ensure all areas are addressed with the level of rigor and depth needed to be successful with the new Florida State Standards. Westside teachers also

utilize CPALMS and recently released materials from the state to ensure they are pushing their students with the appropriate level of questioning and reasoning to be successful independently.

Teachers will use PLC's to develop Lesson Study Lessons using the EQUIP rubric with the county supported trainers. These opportunities will allow teachers to try out lessons with support of their peers with a learning opportunity attached to it.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments.

Students in need of academic support due to LEP status, receive support from ESOL endorsed classroom teachers, as well as an ELL Para-professional. Such differentiation may be visuals to support needed vocabulary, both academic and social, peer-support that can provide encouragement or academic guidance briefly as needed, native-language dictionaries, and extended time for assessments with translation of directions available with need. These students are determined by the district and state LEP assessments, as well as the district and state academic assessments.

Students in need of academic support due to an IEP/504I/Tier 3 Support, receive support from the core classroom teacher on current grade-level materials. Differentiated instruction can come in the form of continued grade-level concepts with ability-level materials (scaffold instruction). Intervention support based on foundational needs for student that may not be aligned to the core instruction but are crucial for student academic development. These students are determined by their performance on the district and state assessments.

Modifications in both instances can range from reduced work load, assessment/classwork evaluation options (oral feedback, computer/typing option, etc), frequent breaks to ensure students do not become frustrated, reduced group size for both intensive instruction and assessing. Additional student support based on foundational needs but not tied to the core instruction may be provided.

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

Strategy: After School Program

Minutes added to school year: 2,400

Student will attend two days a week for 45 minutes a day for 20 weeks. Student will be given small group instruction from Highly Qualified teachers. We will be focused on our level 1 and 2s.

Strategy Rationale

Students that receive additional interactive academic support will perform with more success in the classroom.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Busin, Anthony, busina@hendry-schools.net

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

Review progress monitoring and 9 week assessments to indicate if the additional instructional time supported students effectively.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

In preparation for incoming Kindergarten students, our kindergarten teachers hold a Kindergarten Roundup program to welcome in-coming students with center activities and pre-screener of skills that students will see at school. All students enrolled in Pre-K are also invited to our Kindergarten for a Day in the Spring. On this day they spend the morning in a Kindergarten class working on activities that are done daily in the classrooms.

We hold a parent meeting for each grade level that is ran by the teachers so that the parents can support the programs and the educational environment throughout the year. Teachers share what the daily routine looks like, activities that will occur though out the year, and general expectations for the grade.

In order to properly our 5th graders for their transition to the middle school, our teachers prepare them with expectations that mirror the 6th grade teachers, but with support to ensure they are successful.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Embedded in lesson plans, teachers work to build meaningful connections for students so that the lessons are realistic and life-like. Often units include involving community members and field trips or special guests are invited to provide that bridge for elementary age students. Units, such as

Community Helpers, allows for students to see and know what careers are available within our small community, as well as what all they do.

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

n/a

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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.** If we increase our level of high quality instruction based on curriculum and pedagogy then we reach our goal across our core curriculum of 50% student mastery.
- G2.** If we increase our level of high quality instruction based on student engagement then we reach our goal of 50% mastery across our core curriculum.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. If we increase our level of high quality instruction based on curriculum and pedagogy then we reach our goal across our core curriculum of 50% student mastery. 1a

G082446

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	70.0

Targeted Barriers to Achieving the Goal 3

- Students lack foundation vocabulary to effectively communicate.
- Lack of resources (writing exemplars, FSA exemplars, etc)

Resources Available to Help Reduce or Eliminate the Barriers 2

- IXL: online computer supplement for ELA and Math
- Kagan Cooperative Learning: Collaborative Instructional and Social Strategies
- Monthly After-School PD's for open to all teachers with direct focus on academic strategies of Best Practices
- Morning PD rotations for each grade prior to school beginning
- Monthly Curriculum Nights for parents

Plan to Monitor Progress Toward G1. 8

Progress Monitoring Assessments and Teacher Made Formative assessments

Person Responsible

Anthony Busin

Schedule

Quarterly, from 8/10/2016 to 6/1/2017

Evidence of Completion

data from assessments collected and reviewed.

G2. If we increase our level of high quality instruction based on student engagement then we reach our goal of 50% mastery across our core curriculum. 1a

G082447

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	50.0

Targeted Barriers to Achieving the Goal 3

- Students are not making meaningful connections in reading causing weak comprehension skills
- Unfamiliarity with new curriculum expectations (Change from NGSS to MAFS and LAFS)
- Resources to support the core instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- District Assessments, Monitoring Probes, Curriculum Nights, CPALMS, State Released Test Specs, High Yield Resources

Plan to Monitor Progress Toward G2. 8

District Assessments

Person Responsible

Aimee Sweet

Schedule

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

Evidence of Completion

Student success on District and State 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 we increase our level of high quality instruction based on curriculum and pedagogy then we reach our goal across our core curriculum of 50% student mastery. **1**

 G082446

G1.B1 Students lack foundation vocabulary to effectively communicate. **2**

 B218269

G1.B1.S1 Teachers will meet on a regular basis to collaborate on common goals and expectations in academic areas. **4**

 S230574

Strategy Rationale

When teachers are working collaboratively on one common goal, all students will benefit.

Action Step 1 **5**

Teachers will meet on a regular basis to collaborate on common goals and expectations for academics.

Person Responsible

Anthony Busin

Schedule

Monthly, from 8/10/2016 to 6/1/2017

Evidence of Completion

agenda and sign in sheets, School-wide writing data, Florida Writing Assessment

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

Teachers will meet with Mr. Busin to review Monitoring of Progress Monitoring, 9-week assessments, and benchmark assessments and discuss what strategies will be used to support students not finding success.

Person Responsible

Anthony Busin

Schedule

Monthly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Monitoring of Progress Monitoring, 9-week assessments, and benchmark assessments

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

Monitoring of Progress Monitoring, 9-week assessments, and benchmark assessments

Person Responsible

Aimee Sweet

Schedule

Biweekly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Teacher's will show that increased use of best practices strategies will increase student achievement as seen in noted monitoring assessments.

G1.B1.S2 Teachers will participate in Professional Development opportunities throughout the year to ensure they are using Best Practices daily in their classrooms. 4

S230575

Strategy Rationale

Teachers that are trained in best practices in the classroom will find better success in academics with their students.

Action Step 1 5

Teacher will participate in PLCs to be informed and trained in Best practices.

Person Responsible

Anthony Busin

Schedule

Biweekly, from 8/10/2016 to 6/5/2017

Evidence of Completion

date meetings, minutes, sign-in sheets

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

data team meetings and PLC notes and minutes

Person Responsible

Anthony Busin

Schedule

Biweekly, from 8/10/2016 to 6/5/2017

Evidence of Completion

data from district assessments

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

student data

Person Responsible

Anthony Busin

Schedule

Biweekly, from 8/10/2016 to 6/5/2017

Evidence of Completion

Data, minutes, sign-in sheets

G1.B1.S3 Teachers will develop and maintain positive, meaningful relationships with student through on-going check-ins. 4

 S230576

Strategy Rationale

Teachers that make meaningful connection with their students will be more successful in reaching their students academically.

Action Step 1 5

Westside will continue to implement PBS.

Person Responsible

Aimee Sweet

Schedule

Every 3 Weeks, from 8/10/2016 to 6/5/2017

Evidence of Completion

minutes, sign-in sheets, district trainings

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

common planning and staff development opprotunities

Person Responsible

Aimee Sweet

Schedule

Every 3 Weeks, from 8/10/2016 to 6/5/2017

Evidence of Completion

date team meetings, minutes, sign-in sheets

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

data team meetings, PLC minutes

Person Responsible

Anthony Busin


Schedule

Biweekly, from 8/10/2016 to 6/5/2017

Evidence of Completion

minutes and sign-in sheets

G1.B1.S4 Teachers will use cooperative learning strategies to increase student involvement. 4

 S230577

Strategy Rationale

By effectively using cooperative learning strategies in the classroom, engagement will increase and students will make meaningful connections to the content being instructed.

Action Step 1 5

Kagan or cooperative groups

Person Responsible

Anthony Busin

Schedule

Biweekly, from 8/10/2016 to 6/5/2017

Evidence of Completion

observations and notes

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

classroom observations, PLC conversations and notes

Person Responsible

Anthony Busin

Schedule

Biweekly, from 8/10/2016 to 6/5/2017

Evidence of Completion

classroom observation, PLC conversations and trainings

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

classroom observations

Person Responsible

Anthony Busin

Schedule

Daily, from 8/10/2016 to 6/5/2017


Evidence of Completion

classroom observations

G1.B2 Lack of resources (writing exemplars, FSA exemplars, etc) 2

 B218270

G1.B2.S1 Professional Development opportunities (morning PD's, Monthly After School PD's, and Curriculum Nights for Parents) 4

 S230578

Strategy Rationale

By providing both teachers and parents with strategies that will work for their students through on-going training, students will find success.

Action Step 1 5

Professional Development Opportunities

Person Responsible

Aimee Sweet

Schedule

Weekly, from 8/10/2016 to 6/1/2017

Evidence of Completion

The program will be monitored through the progress monitoring of All the Right Type

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

Review of lesson plans, observations of lessons taught

Person Responsible

Anthony Busin

Schedule

Weekly, from 8/10/2016 to 6/1/2017

Evidence of Completion

increase student success on academic assessments

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

Data will be monitored at the end of every nine week period and compared to lagging data for students and classes.

Person Responsible

Anthony Busin

Schedule

Quarterly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Student success on assessments given.

G2. If we increase our level of high quality instruction based on student engagement then we reach our goal of 50% mastery across our core curriculum. 1

G082447

G2.B1 Students are not making meaningful connections in reading causing weak comprehension skills 2

B218272

G2.B1.S1 Students will use standards-based supplemental resources to meet goals throughout the year

4

S230579

Strategy Rationale

By using standards-based supplemental resources , students are able to build meaningful connections to all concepts of reading.

Action Step 1 5

Review of Student Data

Person Responsible

Aimee Sweet

Schedule

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

Evidence of Completion

Progress Monitoring, Benchmark testing

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

Regular Check in's and data chats

Person Responsible

Aimee Sweet

Schedule

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

Evidence of Completion

reports should show evidence of change (either in goal or expectations) based on the needs of students

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

Monitoring of student progress based on all progress monitoring.

Person Responsible

Aimee Sweet

Schedule

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

Evidence of Completion

Student performance increases on district and state assessments

G2.B1.S2 Focused Small Group Instruction; scaffold instruction 4

 S230580

Strategy Rationale

Providing students more tailored instruction in a smaller setting, can ensure individual needs are being met and concepts are developing a solid foundation.

Action Step 1 5

After reviewing student performance data (STAR, IXL, Waterford, and District Assessments), areas of weakness and strength will be identified and students will be placed in focus groups to provide intensive and concentrated academic support to develop the area of need.

Person Responsible

Aimee Sweet

Schedule

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

Evidence of Completion

Assessments like STAR, IXL, Waterford, and District Assessments will be reviewed for progress on these set groups.

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Regular Data Reviews; Reteach/Reassess; Vocabulary practice; modeling; differentiated instruction

Person Responsible

Anthony Busin

Schedule

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

Evidence of Completion

Student growth on district assessments will be supportive evidence of whether intensive small group instruction is working or not.

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Regular progress monitoring by the teachers on focused skill sets.

Person Responsible

Anthony Busin

Schedule

Biweekly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Progress Monitoring collected by teachers

G2.B2 Unfamiliarity with new curriculum expectations (Change from NGSS to MAFS and LAFS) **2**

 B218273

G2.B2.S1 Curriculum nights, After school programs throughout the year to provide parents better opportunities to help their students with homework. **4**

 S230581

Strategy Rationale

By educating the parents of expectations and teaching them how to help their students it will give our students the support after school hours.

Action Step 1 **5**

After school program

Person Responsible

Anthony Busin

Schedule

Weekly, from 8/24/2015 to 5/24/2016

Evidence of Completion

Sign in sheets and logs of time spent with participants.

Action Step 2 **5**

Curriculum Nights

Person Responsible

Anthony Busin

Schedule

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

Evidence of Completion

Agenda, sign-in sheets

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

After school program

Person Responsible

Anthony Busin

Schedule

Every 3 Weeks, from 8/24/2015 to 8/24/2015

Evidence of Completion

Parent sign in sheets and surveys

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

Student achievement of those that participated

Person Responsible

Anthony Busin


Schedule

Every 3 Weeks, from 8/24/2015 to 5/23/2016

Evidence of Completion

Use the data to measure effectiveness of the program

G2.B2.S2 Teachers will participate in PDs throughout the year to provide them with High Yield teaching strategies to better their classroom instruction. 4

 S230582

Strategy Rationale

If our teachers are better at presenting our material our students will make more gains across the curriculum.

Action Step 1 5

Our teachers will participate in PDs to help them with higher order questioning in their lessons.

Person Responsible

Anthony Busin

Schedule

Every 3 Weeks, from 8/24/2015 to 5/24/2016

Evidence of Completion

agendas, minutes, documented/observed implementation in lessons taught, and sign in sheets

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

Weekly meetings with the Leadership teams and grade level teams.

Person Responsible

Anthony Busin

Schedule

Weekly, from 8/24/2015 to 5/24/2016

Evidence of Completion

Agendas, progress monitoring, minutes

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

Grade level meeting will take place to monitor pacing and instruction.

Person Responsible

Anthony Busin

Schedule

Weekly, from 9/15/2014 to 9/15/2014

Evidence of Completion

Student data and pacing guide and curriculum map revisions

G2.B3 Resources to support the core instruction. 2

 B218274

G2.B3.S1 Being able to provide resources to support High Yield instruction in the core curriculum and Technology that will support the delivery of teacher instruction. 4

 S230583

Strategy Rationale

During weekly monitoring of data we will find and provide resources to support classroom instruction.

Action Step 1 5

Monitoring student data to identify the needs to drive instruction using High Yield Resources

Person Responsible

Aimee Sweet

Schedule

Weekly, from 8/24/2015 to 5/24/2016

Evidence of Completion

Improved student achievement in our weekly and trimester progress monitoring

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

Sharing Cross grade level interventions and resources that are working in different classes

Person Responsible

Aimee Sweet

Schedule

Weekly, from 8/24/2015 to 5/24/2016

Evidence of Completion

weekly grade level meeting and data team meetings

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

sign in and minutes

Person Responsible

Aimee Sweet

Schedule















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

Evidence of Completion

minutes and agendas

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G2.B2.S2.MA1 M296780	Grade level meeting will take place to monitor pacing and instruction.	Busin, Anthony	9/15/2014	Student data and pacing guide and curriculum map revisions	9/15/2014 weekly
G2.B1.S2.MA1 M296776	Regular progress monitoring by the teachers on focused skill sets.	Busin, Anthony	8/18/2014	Progress Monitoring collected by teachers	6/4/2015 biweekly
G2.B2.S1.MA1 M296779	After school program	Busin, Anthony	8/24/2015	Parent sign in sheets and surveys	8/24/2015 every-3-weeks
G2.B2.S1.MA1 M296778	Student achievement of those that participated	Busin, Anthony	8/24/2015	Use the data to measure effectiveness of the program	5/23/2016 every-3-weeks
G2.MA1 M296784	District Assessments	Sweet, Aimee	8/24/2015	Student success on District and State Assessments	5/24/2016 monthly
G2.B1.S1.MA1 M296774	Monitoring of student progress based on all progress monitoring.	Sweet, Aimee	8/24/2015	Student performance increases on district and state assessments	5/24/2016 monthly
G2.B1.S1.MA1 M296775	Regular Check in's and data chats	Sweet, Aimee	8/24/2015	reports should show evidence of change (either in goal or expectations) based on the needs of students	5/24/2016 monthly
G2.B1.S1.A1 A294183	Review of Student Data	Sweet, Aimee	8/24/2015	Progress Monitoring, Benchmark testing	5/24/2016 monthly
G2.B2.S1.A1 A294185	After school program	Busin, Anthony	8/24/2015	Sign in sheets and logs of time spent with participants.	5/24/2016 weekly
G2.B2.S1.A2 A294186	Curriculum Nights	Busin, Anthony	8/24/2015	Agenda, sign-in sheets	5/24/2016 monthly
G2.B3.S1.MA1 M296782	sign in and minutes	Sweet, Aimee	8/24/2015	minutes and agendas	5/24/2016 monthly
G2.B3.S1.MA1 M296783	Sharing Cross grade level interventions and resources that are working in different classes	Sweet, Aimee	8/24/2015	weekly grade level meeting and data team meetings	5/24/2016 weekly
G2.B3.S1.A1 A294188	Monitoring student data to identify the needs to drive instruction using High Yield Resources	Sweet, Aimee	8/24/2015	Improved student achievement in our weekly and trimester progress monitoring	5/24/2016 weekly
G2.B1.S2.MA1 M296777	Regular Data Reviews; Reteach/ Reassess; Vocabulary practice; modeling; differentiated instruction	Busin, Anthony	8/24/2015	Student growth on district assessments will be supportive evidence of whether intensive small group instruction is working or not.	5/24/2016 monthly
G2.B1.S2.A1 A294184	After reviewing student performance data (STAR, IXL, Waterford, and District Assessments), areas of...	Sweet, Aimee	8/24/2015	Assessments like STAR, IXL, Waterford, and District Assessments will be reviewed for progress on these set groups.	5/24/2016 monthly
G2.B2.S2.MA1 M296781	Weekly meetings with the Leadership teams and grade level teams.	Busin, Anthony	8/24/2015	Agendas, progress monitoring, minutes	5/24/2016 weekly
G2.B2.S2.A1 A294187	Our teachers will participate in PDs to help them with higher order questioning in their lessons.	Busin, Anthony	8/24/2015	agendas, minutes, documented/ observed implementation in lessons taught, and sign in sheets	5/24/2016 every-3-weeks
G1.MA1 M296773	Progress Monitoring Assessments and Teacher Made Formative assessments	Busin, Anthony	8/10/2016	data from assessments collected and reviewed.	6/1/2017 quarterly
G1.B1.S1.MA1 M296763	Monitoring of Progress Monitoring, 9-week assessments, and benchmark assessments	Sweet, Aimee	8/10/2016	Teacher's will show that increased use of best practices strategies will increase student achievement as seen in noted monitoring assessments.	6/1/2017 biweekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.MA1  M296764	Teachers will meet with Mr. Busin to review Monitoring of Progress Monitoring, 9-week assessments,...	Busin, Anthony	8/10/2016	Monitoring of Progress Monitoring, 9-week assessments, and benchmark assessments	6/1/2017 monthly
G1.B1.S1.A1  A294178	Teachers will meet meet on a regular basis to collaborate on common goals and expectations for...	Busin, Anthony	8/10/2016	agenda and sign in sheets, School-wide writing data, Florida Writing Assessment	6/1/2017 monthly
G1.B2.S1.MA1  M296771	Data will be monitored at the end of every nine week period and compared to lagging data for...	Busin, Anthony	8/10/2016	Student success on assessments given.	6/1/2017 quarterly
G1.B2.S1.MA1  M296772	Review of lesson plans, observations of lessons taught	Busin, Anthony	8/10/2016	increase student success on academic assessments	6/1/2017 weekly
G1.B2.S1.A1  A294182	Professional Development Opportunities	Sweet, Aimee	8/10/2016	The program will be monitored through the progress monitoring of All the Right Type	6/1/2017 weekly
G1.B1.S2.MA1  M296765	student data	Busin, Anthony	8/10/2016	Data, minutes, sign-in sheets	6/5/2017 biweekly
G1.B1.S2.MA1  M296766	data team meetings and PLC notes and minutes	Busin, Anthony	8/10/2016	data from district assesments	6/5/2017 biweekly
G1.B1.S2.A1  A294179	Teacher will participate in PLCs to be informed and trained in Best practices.	Busin, Anthony	8/10/2016	date meetings, minutes, sign-in sheets	6/5/2017 biweekly
G1.B1.S3.MA1  M296767	data team meetings, PLC minutes	Busin, Anthony	8/10/2016	minutes and sign-in sheets	6/5/2017 biweekly
G1.B1.S3.MA1  M296768	common planning and staff development opprotunities	Sweet, Aimee	8/10/2016	date team meetings, minutes, sign-in sheets	6/5/2017 every-3-weeks
G1.B1.S3.A1  A294180	Westside will continue to implement PBS.	Sweet, Aimee	8/10/2016	minutes, sign-in sheets, district trainings	6/5/2017 every-3-weeks
G1.B1.S4.MA1  M296769	classroom observations	Busin, Anthony	8/10/2016	classroom observations	6/5/2017 daily
G1.B1.S4.MA1  M296770	classroom observations, PLC conversations and notes	Busin, Anthony	8/10/2016	classroom observation, PLC conversations and trainings	6/5/2017 biweekly
G1.B1.S4.A1  A294181	Kagan or cooperative groups	Busin, Anthony	8/10/2016	observations and notes	6/5/2017 biweekly

V. Professional Development Opportunities

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

G1. If we increase our level of high quality instruction based on curriculum and pedagogy then we reach our goal across our core curriculum of 50% student mastery.

G1.B1 Students lack foundation vocabulary to effectively communicate.

G1.B1.S1 Teachers will meet on a regular basis to collaborate on common goals and expectations in academic areas.

PD Opportunity 1

Teachers will meet on a regular basis to collaborate on common goals and expectations for academics.

Facilitator

Anthony Busin

Participants

All teachers

Schedule

Monthly, from 8/10/2016 to 6/1/2017

G1.B1.S4 Teachers will use cooperative learning strategies to increase student involvement.

PD Opportunity 1

Kagan or cooperative groups

Facilitator

administration

Participants

all teachers

Schedule

Biweekly, from 8/10/2016 to 6/5/2017

G1.B2 Lack of resources (writing exemplars, FSA exemplars, etc)

G1.B2.S1 Professional Development opportunities (morning PD's, Monthly After School PD's, and Curriculum Nights for Parents)

PD Opportunity 1

Professional Development Opportunities

Facilitator

County trainers

Participants

Teachers and parents

Schedule

Weekly, from 8/10/2016 to 6/1/2017

G2. If we increase our level of high quality instruction based on student engagement then we reach our goal of 50% mastery across our core curriculum.

G2.B1 Students are not making meaningful connections in reading causing weak comprehension skills

G2.B1.S1 Students will use standards-based supplemental resources to meet goals throughout the year

PD Opportunity 1

Review of Student Data

Facilitator

Administration

Participants

All Teachers

Schedule

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

G2.B1.S2 Focused Small Group Instruction; scaffold instruction

PD Opportunity 1

After reviewing student performance data (STAR, IXL, Waterford, and District Assessments), areas of weakness and strength will be identified and students will be placed in focus groups to provide intensive and concentrated academic support to develop the area of need.

Facilitator

Teacher Trainers

Participants

All Teachers

Schedule

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

G2.B2 Unfamiliarity with new curriculum expectations (Change from NGSS to MAFS and LAFS)

G2.B2.S1 Curriculum nights, After school programs throughout the year to provide parents better opportunities to help their students with homework.

PD Opportunity 1

Curriculum Nights

Facilitator

Aimee Sweet

Participants

Parents and Teachers

Schedule

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

G2.B2.S2 Teachers will participate in PDs throughout the year to provide them with High Yield teaching strategies to better their classroom instruction.

PD Opportunity 1

Our teachers will participate in PDs to help them with higher order questioning in their lessons.

Facilitator

Administrators

Participants

Teachers

Schedule

Every 3 Weeks, from 8/24/2015 to 5/24/2016

G2.B3 Resources to support the core instruction.

G2.B3.S1 Being able to provide resources to support High Yield instruction in the core curriculum and Technology that will support the delivery of teacher instruction.

PD Opportunity 1

Monitoring student data to identify the needs to drive instruction using High Yield Resources

Facilitator

Administrators

Participants

Teachers

Schedule

Weekly, from 8/24/2015 to 5/24/2016

VI. Technical Assistance Items

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

G1. If we increase our level of high quality instruction based on curriculum and pedagogy then we reach our goal across our core curriculum of 50% student mastery.

G1.B1 Students lack foundation vocabulary to effectively communicate.

G1.B1.S2 Teachers will participate in Professional Development opportunities throughout the year to ensure they are using Best Practices daily in their classrooms.

TA Opportunity 1

Teacher will participate in PLCs to be informed and trained in Best practices.

Facilitator

school and district administration

Participants

teachers

Schedule

Biweekly, from 8/10/2016 to 6/5/2017

G1.B1.S3 Teachers will develop and maintain positive, meaningful relationships with student through on-going check-ins.

TA Opportunity 1

Westside will continue to implement PBS.

Facilitator

School and district Administration

Participants

teachers and staff

Schedule

Every 3 Weeks, from 8/10/2016 to 6/5/2017

VII. Budget

1	G1.B1.S1.A1	Teachers will meet meet on a regular basis to collaborate on common goals and expectations for academics.	\$0.00
2	G1.B1.S2.A1	Teacher will participate in PLCs to be informed and trained in Best practices.	\$0.00

3	G1.B1.S3.A1	Westside will continue to implement PBS.	\$0.00
4	G1.B1.S4.A1	Kagan or cooperative groups	\$0.00
5	G1.B2.S1.A1	Professional Development Opportunities	\$0.00
6	G2.B1.S1.A1	Review of Student Data	\$0.00
7	G2.B1.S2.A1	After reviewing student performance data (STAR, IXL, Waterford, and District Assessments), areas of weakness and strength will be identified and students will be placed in focus groups to provide intensive and concentrated academic support to develop the area of need.	\$0.00
8	G2.B2.S1.A1	After school program	\$0.00
9	G2.B2.S1.A2	Curriculum Nights	\$0.00
10	G2.B2.S2.A1	Our teachers will participate in PDs to help them with higher order questioning in their lessons.	\$0.00
11	G2.B3.S1.A1	Monitoring student data to identify the needs to drive instruction using High Yield Resources	\$0.00
Total:			\$0.00