

Hernando County School District

# Westside Elementary School



2016-17 Schoolwide Improvement Plan

## Westside Elementary School

5400 APPLGATE DR, Spring Hill, FL 34606

<https://www.hernandoschools.org/wes>

### 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	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	34%

### School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	B	B*	F	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 Hernando County School Board on 10/18/2016.

### 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

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	9
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
<b>8-Step Planning and Problem Solving Implementation</b>	<b>17</b>
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	21
<b>Appendix 1: Implementation Timeline</b>	<b>41</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>44</b>
Professional Development Opportunities	44
Technical Assistance Items	46
<b>Appendix 3: Budget to Support Goals</b>	<b>46</b>

## 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
Central - <a href="#">Lucinda Thompson</a>	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.

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.

##### b. 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."

#### 2. School Environment

##### a. 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.

##### b. 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 administrative team 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.

##### 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.

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. Class Dojo integrates technology to monitor and report behaviors. Training was provided to teachers to explain the discipline procedures matrix, and our expected documentation. 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 plan school-wide incentives as well as review data and identify the potential need for tier intervention.

**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.**

Behavior Contracts and Check In Check Out are available for students who need additional support. Social skills and support groups will be formed as issues arise, and students requiring additional tiers of behavior support will be placed in a Tiger Club dedicated to instruction and practice in social skills and etiquette. Classroom visits, 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 are offered to all students. 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.

### 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.**

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, 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 Elementary Assistant.

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 Elementary Assistant.

**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	20	19	13	11	12	10	0	0	0	0	0	0	0	85
One or more suspensions	4	4	2	5	5	4	0	0	0	0	0	0	0	24
Course failure in ELA or Math	6	4	5	6	0	0	0	0	0	0	0	0	0	21
Level 1 on statewide assessment	0	0	0	9	14	43	0	0	0	0	0	0	0	66
	0	0	0	0	0	0	0	0	0	0	0	0	0	

***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	2	4	0	3	1	1	0	0	0	0	0	0	0	11

**c. 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, Administrative team, 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. Grade level teams meet every six weeks to review progress monitoring data and determine if students are receiving appropriate interventions in the appropriate group. 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 Administrative team. 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 increased support. Small group support is provided to students during social skills groups delivered by the administrative teams and intensive behavior support is provided through structured behavior interventions and individual monitoring.

## 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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/309818>.

##### 2. Description

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

### 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 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, Home Depot, Cadence Bank, Pizza Hut, IHop, 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.

## 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
Stratton, Kristina	Principal
O'Rourke, Cari	Assistant Principal
Nolette, Cathy	Teacher, K-12
Mercer, Brenda	Other
Addie , Phyllis	Teacher, K-12
Baeza , Cheryl	Teacher, K-12
Howard, Amy	Teacher, K-12
Urban, Donna	Teacher, K-12
Kublick, Dana	Teacher, K-12
Dibble, Julie	Teacher, K-12

## b. Duties

### **1. 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 to review school data and initiatives. The data includes common assessment data, CIM data, formative assessment results and instructional implications from the Student Work Analysis, 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.

### **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.**

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 eleven 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 resources 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.

## **2. School Advisory Council (SAC)**

### **a. Membership**

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

Name	Stakeholder Group
Kristina Stratton	Principal
Cari O'Rourke	Principal
Mr. Turnvall	Parent
Mr. Hanmore	Parent
Mrs. Hanmore	Parent
Mrs. Mercer	Teacher
Ms. El Yamani	Teacher
Mrs. Thompson	Parent
Mrs. LaMunyon	Parent
Mrs. Anger	Parent
Mr. Kelly	Business/Community
Mrs. Pepin	Teacher
Mr. Strmensky	Teacher

## 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 members will review the 2015-2016 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.

#### *b. Development of this school improvement plan*

SAC members were asked to share input for this year's plan at the end of last year. Members brainstormed various ways to engage families and the community in the instructional process. At our first meeting, we will share information gathered from teams on the SIP Input Worksheets completed at preschool and combine them with SAC input to finalize the plan. Parents and stakeholders will be informed of staff ideas for our new family/community engagement 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 engagement opportunities for parents in the 2016-2017 school year.

#### *c. 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.

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

SAC funds were used for staff development opportunities (TESOL Conference Total amount = \$300). Funds were allotted to purchase student agendas (Total amount = \$1140).

**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
Amy, Moore	Teacher, K-12
Stratton, Kristina	Principal
Crisci, April	Teacher, K-12
Burke, Tracy	Teacher, K-12
Scire, Lauren	Teacher, K-12
Urban, Donna	Teacher, K-12
Pepin , Debbie	Teacher, K-12
Baeza , Cheryl	Teacher, K-12
Coddington, Valerie	
Hallberg, Kim	Teacher, K-12
Fields, Rebecca	Teacher, K-12

**b. Duties**

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

The LLT will meet the first Tuesday of every month. At each meeting LLT will review grade level data to determine areas of need. 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.

**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.**

Teachers participate in weekly team meetings and bi-weekly Student Work Analysis/Data Chats. The artifacts and reports from these meetings are available in the Training Room for review. Early Release Days offered by the District allow for ninety minute sessions of professional development for all teachers followed by collaborative team planning. 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.

**2. 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.

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

A "Sidekick" mentor was chosen by WES to participate in the District Mentoring program to support our new teachers. Activities will include participation in District orientations, observations, model lessons, assistance with lesson planning, and data review.

## **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.**

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.

#### **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.**

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, iReady, and formative and summative assessments. Grade level teams meet weekly to design and create formative assessments and sort and analyze student work. The results of these assessments are posted and instructional implications are shared bi-weekly. Common Assessment Data is posted in grade level folders on Google Docs. Grade Level Team Leaders share results of team planning and assessment data at bi-weekly SBLT meetings to enlist the assistance of Coaches, Resource teachers, and Administration. All of these team members work together to provide materials and professional development to modify and supplement instruction.

**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:** 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 2015-2016 school year, students in grades 4-5 that are in the lowest quartile 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. Kindergarten students at risk of being retained will be offered the opportunity to participate in a morning session to review core academic skills.

**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 iReady 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**

Stratton, Kristina, stratton\_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.

## 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.**

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 of our yearly PLCs as well as 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, as well as a scheduled visit for an orientation at Fox Chapel Middle School. 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.

### 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.**

We partner with the Kiwanis Club to develop our K-Kids club, which introduces students to community involvement and promotes civic responsibility. Students engage in community projects and assist in our Food and Clothing Pantry. Our Tiger Club initiative is meant to expose students to extracurricular activities and hobbies that may lead to future careers.

**2. 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.

**3. 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 the Hernando County After School STEAM program this year, which offers students opportunities for extracurricular activities. A huge initiative this year is offering approximately 30 Tiger Clubs to students to promote visual and performing arts, technological proficiency, critical thinking, life skills, and career readiness.

**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.** Students will write to demonstrate a deep understanding of the standards across all content areas.
- 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.** Westside will build positive relationships with our school community and create an inclusive environment where all stakeholders are part of the instructional process.

## 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. Students will write to demonstrate a deep understanding of the standards across all content areas.** 1a

G084322

**Targets Supported** 1b

Indicator	Annual Target
Writing Gains District Assessment	7.0

**Targeted Barriers to Achieving the Goal** 3

- Developing a timely and systematic process for writing instruction
- Building students' analytical reading and critical thinking skills
- Students are not proficient with planning their writing as part of unlocking the prompt.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Supplemental instructional materials
- Time allocated in the schedule
- Grapic organizers and visual models to assist students

**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 Stratton

**Schedule**

Monthly, from 8/18/2016 to 5/25/2017

**Evidence of Completion**

Lesson Plans DELAW scores Edline Gradebooks Edivate Observe 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

G084323

**Targets Supported** 1b

Indicator	Annual Target
Highly Effective Teachers (Performance Rating)	80.0

**Targeted Barriers to Achieving the Goal** 3

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

**Resources Available to Help Reduce or Eliminate the Barriers** 2

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

**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 Stratton

**Schedule**

Daily, from 8/29/2016 to 5/25/2017

**Evidence of Completion**

Edivate Observe reports will show an increase in scores on Charlotte Danielson Indicators 1c,1d, 2e and 3c through the use of Promethean Boards, iReady, Class Flow, and Google Docs.  
Common assessment 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.** Westside will build positive relationships with our school community and create an inclusive environment where all stakeholders are part of the instructional process. 1a

G084324

**Targets Supported** 1b

Indicator	Annual Target
5Es Score: Involved Families	80.0

**Targeted Barriers to Achieving the Goal** 3

- Parents may not understand opportunities or have a comfort level regarding their role in the instructional process.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Existing groups available to volunteer (i.e. Timber Pines Educators' Club)
- Business partners (i.e. Boys & Girls' Club)

**Plan to Monitor Progress Toward G3.** 8

Attendance at schoolwide events as well as volunteer hours will be reviewed quarterly and end of the year Title 1 and 5E surveys will demonstrate a higher level of family involvement and satisfaction.

**Person Responsible**

Cari O'Rourke

**Schedule**

Quarterly, from 8/29/2016 to 5/25/2017

**Evidence of Completion**

Sign In Sheets Volunteer hour log Title 1 survey results 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 to demonstrate a deep understanding of the standards across all content areas. **1**

 G084322

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

 B224046

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

 S236428

### 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 throughout the year at PLCs.

### Person Responsible

Kristina Stratton

### Schedule

Monthly, from 8/29/2016 to 5/25/2017

### Evidence of Completion

Sign In Sheets

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

Administration will review ERO and Edivate Observe reports to verify attendance and implementation.

**Person Responsible**

Kristina Stratton

**Schedule**

Monthly, from 8/29/2016 to 5/25/2017

***Evidence of Completion***

ERO and Edivate Observe 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**

Kristina Stratton

**Schedule**


Biweekly, from 8/29/2016 to 5/25/2017

***Evidence of Completion***

Lesson Plans Team meeting minutes STRIPE data DELAW data



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

 S236429

**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**

Cari O'Rourke

**Schedule**

Weekly, from 9/1/2016 to 5/19/2017

***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 9/1/2016 to 5/19/2017

***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 Mercer

### Schedule

Biweekly, from 8/23/2016 to 5/19/2017


### Evidence of Completion

Edline reports DELAW scores SAM iReady

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

 B224047

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

 S236430

### 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 Stratton

### Schedule

Monthly, from 8/29/2016 to 5/25/2017

### 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 Stratton

**Schedule**

Weekly, from 8/29/2016 to 5/25/2017

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

**Person Responsible**

Kristina Stratton

**Schedule**

Biweekly, from 8/29/2016 to 5/25/2017


***Evidence of Completion***

Edivate Observe data Student Achievement data Exemplary work displays

**G1.B3** Students are not proficient with planning their writing as part of unlocking the prompt. 2

 B224048

**G1.B3.S1** Graphic organizers and visual aids will be offered for students to use in planning. 4

 S236431

### Strategy Rationale

Children need structures and strategies to use to guide their thinking and organize writing.

### Action Step 1 5

District writing coaches will provide professional development.

#### Person Responsible

Kristina Stratton

#### Schedule

Monthly, from 8/29/2016 to 5/25/2017

#### Evidence of Completion

PD Calendars Sign In Sheets

### Action Step 2 5

WES staff members will provide modeling and coaching for colleagues.

#### Person Responsible

Lauren Scire

#### Schedule

Monthly, from 8/29/2016 to 5/25/2017

#### Evidence of Completion

PLC Agenda Feedback documents Lesson Plans

### Action Step 3 5

Graphic organizers and visual aids will be posted for easy access in Google Docs.

**Person Responsible**

Tina Deets

**Schedule**

Monthly, from 8/29/2016 to 5/29/2017

***Evidence of Completion***

Documents in Google Docs Lesson Plans

### Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Posted work evident and lessons observed during walkthroughs will reveal regular use of graphic organizers and visual aids by students to plan writing.

**Person Responsible**

Cari O'Rourke

**Schedule**

Weekly, from 8/29/2016 to 5/25/2017

***Evidence of Completion***

Edivate Observe Student work displays Lesson Plans

### Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Students will meet and exceed proficiency goals on classroom writing assessments and DELAW.

**Person Responsible**

Brenda Mercer

**Schedule**

Monthly, from 8/29/2016 to 5/25/2017

***Evidence of Completion***

Common assessment data Formative assessment data DELAW scores

**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

G084323

**G2.B1** Implementation of District curriculum maps 2

B224049

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

S236432

**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 2016-2017 school year.

**Person Responsible**

Kristina Stratton

**Schedule**

Monthly, from 8/29/2016 to 5/25/2017

**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**

Monthly, from 8/29/2016 to 5/25/2017

**Evidence of Completion**

PD Agendas & Artifacts

**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**

Cari O'Rourke

**Schedule**

Monthly, from 8/29/2016 to 5/19/2017

***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 Technology Coach will conduct walk-throughs.

**Person Responsible**

Kristina Stratton

**Schedule**

Weekly, from 8/29/2016 to 5/25/2017

***Evidence of Completion***

Edivate Observe data and lesson plans will show evidence of curriculum map implementation ITC Log



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

 B224050

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

 S236433

**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, tablets, and technology to enhance instruction.

**Person Responsible**

Kristina Stratton

**Schedule**

Monthly, from 8/22/2016 to 5/19/2017

***Evidence of Completion***

PD Calendar Training agendas Sign in sheets Edviate Observe 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 8/22/2016 to 5/19/2017

***Evidence of Completion***

PLC agendas District walkthrough data Edviate Observe Reports

**Action Step 3** 5

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

**Person Responsible**

Kristina Stratton

**Schedule**

Weekly, from 8/22/2016 to 5/19/2017

**Evidence of Completion**

Facilitated Planning Agendas Lesson Plans Edvivate Observe 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 Stratton

**Schedule**

Monthly, from 8/22/2016 to 5/25/2017

**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 9/6/2016 to 5/19/2017

**Evidence of Completion**

Edvivate Observe 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 Stratton


**Schedule**

Biweekly, from 9/6/2016 to 5/22/2017

**Evidence of Completion**

iReady reports STRIPE data Common Assessment data

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

 S236434

**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 Stratton

**Schedule**

Semiannually, from 8/4/2016 to 5/19/2017

**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**

Cari O'Rourke

**Schedule**

Every 6 Weeks, from 9/8/2016 to 5/19/2017

***Evidence of Completion***

iReady reports MTSS rosters

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

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

**Person Responsible**

Kristina Stratton


**Schedule**

Biweekly, from 9/13/2016 to 5/19/2017

***Evidence of Completion***

iReady Reports Edline Gradebooks WES Student Work Protocol SAM data FSA scores

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

 S236435

### 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 instructional staff as needed.

#### Person Responsible

Kristina Stratton

#### Schedule

Semiannually, from 8/10/2016 to 5/19/2017

#### 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

Kristina Stratton

#### Schedule

Weekly, from 8/17/2016 to 5/19/2017

#### 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 9/7/2016 to 5/19/2017

***Evidence of Completion***

PLC agendas

**G3.** Westside will build positive relationships with our school community and create an inclusive environment where all stakeholders are part of the instructional process. 1

G084324

**G3.B1** Parents may not understand opportunities or have a comfort level regarding their role in the instructional process. 2

B224051

**G3.B1.S1** Increase opportunities and training sessions for potential volunteers. 4

S236436

### Strategy Rationale

Stakeholders need flexibility and to feel comfortable with tasks expected of them.

### Action Step 1 5

Westside will host a "Come and See" night to train interested volunteers.

#### Person Responsible

Cari O'Rourke

#### Schedule

On 9/20/2016

#### Evidence of Completion

Flyers sent to parents Sign In Sheets

### Action Step 2 5

Grade level curriculum nights and parent workshops

#### Person Responsible

Donna Urban

#### Schedule

Monthly, from 8/29/2016 to 5/25/2017

#### Evidence of Completion

Flyers sent to parents Sign In Sheet Electronic presentations and handouts from parent nights



### Action Step 3 5

Provide resources to teachers and parents to guide volunteers.

**Person Responsible**

Cari O'Rourke

**Schedule**

Quarterly, from 8/29/2016 to 5/25/2017

**Evidence of Completion**

Volunteer To Do Lists- electronic and hard copies provided Electronic presentations and handouts from parent nights

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

Administrative team will monitor the scheduling and advertising of these events. They will attend the events and provide feedback from Event Response Forms filled out by each participant.

**Person Responsible**

Kristina Stratton

**Schedule**

Monthly, from 8/29/2016 to 5/25/2017

**Evidence of Completion**

Master Calendar Sign In Sheets Volunteer Log Event Response forms

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

School based leadership teams will review grade level and schoolwide data.

**Person Responsible**

Brenda Mercer

**Schedule**

Biweekly, from 8/29/2016 to 5/25/2017

**Evidence of Completion**

Increased student performance data Improved attendance Completed planners

**G3.B1.S2** Build communication structures into students' weekly routines to bridge relationships between home and school. 4

S236437

### Strategy Rationale

Parents who learn the details of their child's school experiences and newfound knowledge are more likely to engage in the instructional process.

### Action Step 1 5

Use of home/school journals to enhance communication regarding instructional activities.

#### Person Responsible

Phyllis Addie

#### Schedule

Weekly, from 8/29/2016 to 5/25/2017

#### Evidence of Completion

Journals Tiger Cards Student Planners

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

Observation during walkthroughs and review of teacher schedules will reveal opportunities built into the schedule for students to write home about their instructional activities.

#### Person Responsible

Cari O'Rourke

#### Schedule

Weekly, from 8/29/2016 to 5/25/2017

#### Evidence of Completion

Schedules Completed journals Lesson Plans Tiger Card Bulletin Board

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

We will poll teachers to ensure we see an increase in homework completion, attendance, and class participation.

**Person Responsible**

Kristina Stratton


**Schedule**

Quarterly, from 8/29/2016 to 5/25/2017

**Evidence of Completion**

Edline reports/homework grade Attendance reports Discipline data

**G3.B1.S3** Plan engaging events during and after school for families and stakeholders. 4

 S236438

**Strategy Rationale**

Making school exciting and inviting increases comfort level.

**Action Step 1** 5

Enlist the help of grade level teams, The Parent Academy, and District staff to plan and facilitate events.

**Person Responsible**

Donna Urban

**Schedule**

Monthly, from 8/29/2016 to 5/25/2017

**Evidence of Completion**

Flyers sent to parents Sign In Sheets Agendas/Minutes Event Response Forms

**Plan to Monitor Fidelity of Implementation of G3.B1.S3** 6

Review of the Master Calendar will reveal regularly scheduled events.

**Person Responsible**

Kristina Stratton

**Schedule**

Monthly, from 8/29/2016 to 5/25/2017

***Evidence of Completion***

Master Calendar

**Plan to Monitor Effectiveness of Implementation of G3.B1.S3** 7

Attendance at events will increase, and Response Forms will reveal parent satisfaction.

**Person Responsible**

Cari O'Rourke

**Schedule**

Quarterly, from 8/29/2016 to 5/25/2017








***Evidence of Completion***

Sign In sheets Event Response Forms

## IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2017</b>					
G3.B1.S1.A1 A304975	Westside will host a "Come and See" night to train interested volunteers.	O'Rourke, Cari	No Start Date	Flyers sent to parents Sign In Sheets	9/20/2016 one-time
G2.B1.S1.MA1 M310913	School administrators will collect agendas, hand-outs and/or lesson plans for all professional...	O'Rourke, Cari	8/29/2016	Archived agendas, hand-outs and lesson plans	5/19/2017 monthly
G2.B2.S1.MA3 M310916	Administrative and District walkthroughs will result in high ratings on indicators involving the...	O'Rourke, Cari	9/6/2016	Edivate Observe reports District Walkthrough data	5/19/2017 weekly
G2.B2.S1.A1 A304970	Provide ongoing PD to ensure that teachers are familiar with all of the components of the...	Stratton, Kristina	8/22/2016	PD Calendar Training agendas Sign in sheets Edivate Observe Reports	5/19/2017 monthly
G2.B2.S1.A2 A304971	Modeling of the use of interactive Promethean boards by Administration and facilitators of...	O'Rourke, Cari	8/22/2016	PLC agendas District walkthrough data Edivate Observe Reports	5/19/2017 monthly
G2.B2.S1.A3 A304972	Teachers will have opportunities in PLCs and common planning to share best practices for use of...	Stratton, Kristina	8/22/2016	Facilitated Planning Agendas Lesson Plans Edivate Observe Reports	5/19/2017 weekly
G1.B1.S2.MA1 M310905	Review of student grades and scores on district writing assessments.	Mercer, Brenda	8/23/2016	Edline reports DELAW scores SAM iReady	5/19/2017 biweekly
G1.B1.S2.MA1 M310906	Frequent review of walkthrough data, student journals, and posted work samples.	O'Rourke, Cari	9/1/2016	Observation 360 reports District Walkthrough Data IPC anecdotal records	5/19/2017 weekly
G1.B1.S2.A1 A304963	All lessons in ELA, Math, and Science will include a writing component and interactive journal...	O'Rourke, Cari	9/1/2016	Student Journals Lesson Plans Posted writing samples with rubrics	5/19/2017 weekly
G2.B2.S2.MA1 M310917	Student achievement data will be reviewed to ensure it aligns with formative assessment data and...	Stratton, Kristina	9/13/2016	iReady Reports Edline Gradebooks WES Student Work Protocol SAM data FSA scores	5/19/2017 biweekly
G2.B2.S2.MA1 M310918	CORE team and teachers will review the relationship between assessment data and student placement.	O'Rourke, Cari	9/8/2016	iReady reports MTSS rosters	5/19/2017 every-6-weeks
G2.B2.S2.A1 A304973	All teachers will be trained on the use of the diagnostic and instructional components of iReady,....	Stratton, Kristina	8/4/2016	ERO Attendance Rosters	5/19/2017 semiannually
G2.B2.S3.MA1 M310919	Time will be allotted in PLCs for teacher collaboration and support in using Google Docs.	O'Rourke, Cari	9/7/2016	PLC agendas	5/19/2017 monthly
G2.B2.S3.MA1 M310920	Administration will review lesson plans shared through Google Docs.	Stratton, Kristina	8/17/2016	First Class emails	5/19/2017 weekly
G2.B2.S3.A1 A304974	District Personnel will provide Google Doc training for instructional staff as needed.	Stratton, Kristina	8/10/2016	ERO attendance rosters	5/19/2017 semiannually
G2.B2.S1.MA1 M310914	Leadership team will review student achievement data to determine impact of rigorous, standards...	Stratton, Kristina	9/6/2016	iReady reports STRIPE data Common Assessment data	5/22/2017 biweekly
G1.MA1 M310911	Ongoing monitoring of lesson plans, student journals, assessments, and published writing using peer...	Stratton, Kristina	8/18/2016	Lesson Plans DELAW scores Edline Gradebooks Edivate Observe reports Posted Writing with FSA rubric	5/25/2017 monthly
G2.MA1 M310921	Ongoing monitoring of lesson plans, walk-through data and student data will demonstrate how the...	Stratton, Kristina	8/29/2016	Edivate Observe reports will show an increase in scores on Charlotte Danielson Indicators 1c,1d, 2e and 3c through the use of Promethean Boards, iReady, Class Flow, and Google Docs. Common assessment data iReady reports Model Classroom	5/25/2017 daily

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				Walkthrough data Digital Classroom observation data Monitoring of Title 1 purchased tablets Monitoring of 4th and 5th grade CAPE pass/fail rates	
G3.MA1 M310928	Attendance at schoolwide events as well as volunteer hours will be reviewed quarterly and end of...	O'Rourke, Cari	8/29/2016	Sign In Sheets Volunteer hour log Title 1 survey results 5E survey results	5/25/2017 quarterly
G1.B1.S1.MA1 M310903	Ongoing monitoring of lesson plans and student progress to determine delivery and mastery of the...	Stratton, Kristina	8/29/2016	Lesson Plans Team meeting minutes STRIPE data DELAW data	5/25/2017 biweekly
G1.B1.S1.MA1 M310904	Administration will review ERO and Edviate Observe reports to verify attendance and implementation.	Stratton, Kristina	8/29/2016	ERO and Edviate Observe reports	5/25/2017 monthly
G1.B1.S1.A1 A304962	All instructional staff will be trained on the use of District Curriculum maps throughout the year...	Stratton, Kristina	8/29/2016	Sign In Sheets	5/25/2017 monthly
G1.B2.S1.MA1 M310907	Administration and will review observation and student achievement data to ensure that students are...	Stratton, Kristina	8/29/2016	Edviate Observe data Student Achievement data Exemplary work displays	5/25/2017 biweekly
G1.B2.S1.MA1 M310908	Leadership Team will review the documents used in Professional Development and observe...	Stratton, Kristina	8/29/2016	Professional development calendar Agendas and Handouts Administrative walkthroughs District walkthrough data	5/25/2017 weekly
G1.B2.S1.A1 A304964	Teachers will participate in professional development in planning lessons that incorporate...	Stratton, Kristina	8/29/2016	Professional Development Plan Grade Level Lesson Plans	5/25/2017 monthly
G1.B3.S1.MA1 M310909	Students will meet and exceed proficiency goals on classroom writing assessments and DELAW.	Mercer, Brenda	8/29/2016	Common assessment data Formative assessment data DELAW scores	5/25/2017 monthly
G1.B3.S1.MA1 M310910	Posted work evident and lessons observed during walkthroughs will reveal regular use of graphic...	O'Rourke, Cari	8/29/2016	Edviate Observe Student work displays Lesson Plans	5/25/2017 weekly
G1.B3.S1.A1 A304965	District writing coaches will provide professional development.	Stratton, Kristina	8/29/2016	PD Calendars Sign In Sheets	5/25/2017 monthly
G1.B3.S1.A2 A304966	WES staff members will provide modeling and coaching for colleagues.	Scire, Lauren	8/29/2016	PLC Agenda Feedback documents Lesson Plans	5/25/2017 monthly
G2.B1.S1.MA1 M310912	School administrators, district administrators, and Instructional Technology Coach will conduct...	Stratton, Kristina	8/29/2016	Edviate Observe data and lesson plans will show evidence of curriculum map implementation ITC Log	5/25/2017 weekly
G2.B1.S1.A1 A304968	Create a schedule of professional development for the 2016-2017 school year.	Stratton, Kristina	8/29/2016	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	5/25/2017 monthly
G2.B1.S1.A2 A304969	Professional Development is focused on implementation of District Curriculum maps.	O'Rourke, Cari	8/29/2016	PD Agendas & Artifacts	5/25/2017 monthly
G2.B2.S1.MA1 M310915	Administration and Leadership team will ensure that all staff members attend professional...	Stratton, Kristina	8/22/2016	PD calendar and Agendas Sign in sheets Meeting minutes	5/25/2017 monthly
G3.B1.S1.MA1 M310922	School based leadership teams will review grade level and schoolwide data.	Mercer, Brenda	8/29/2016	Increased student performance data Improved attendance Completed planners	5/25/2017 biweekly
G3.B1.S1.MA1 M310923	Administrative team will monitor the scheduling and advertising of these events. They will attend...	Stratton, Kristina	8/29/2016	Master Calendar Sign In Sheets Volunteer Log Event Response forms	5/25/2017 monthly
G3.B1.S1.A2 A304976	Grade level curriculum nights and parent workshops	Urban, Donna	8/29/2016	Flyers sent to parents Sign In Sheet Electronic presentations and handouts from parent nights	5/25/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B1.S1.A3  A304977	Provide resources to teachers and parents to guide volunteers.	O'Rourke, Cari	8/29/2016	Volunteer To Do Lists- electronic and hard copies provided Electronic presentations and handouts from parent nights	5/25/2017 quarterly
G3.B1.S2.MA1  M310924	We will poll teachers to ensure we see an increase in homework completion, attendance, and class...	Stratton, Kristina	8/29/2016	Edline reports/homework grade Attendance reports Discipline data	5/25/2017 quarterly
G3.B1.S2.MA1  M310925	Observation during walkthroughs and review of teacher schedules will reveal opportunities built...	O'Rourke, Cari	8/29/2016	Schedules Completed journals Lesson Plans Tiger Card Bulletin Board	5/25/2017 weekly
G3.B1.S2.A1  A304978	Use of home/school journals to enhance communication regarding instructional activities.	Addie , Phyllis	8/29/2016	Journals Tiger Cards Student Planners	5/25/2017 weekly
G3.B1.S3.MA1  M310926	Attendance at events will increase, and Response Forms will reveal parent satisfaction.	O'Rourke, Cari	8/29/2016	Sign In sheets Event Response Forms	5/25/2017 quarterly
G3.B1.S3.MA1  M310927	Review of the Master Calendar will reveal regularly scheduled events.	Stratton, Kristina	8/29/2016	Master Calendar	5/25/2017 monthly
G3.B1.S3.A1  A304979	Enlist the help of grade level teams, The Parent Academy, and District staff to plan and facilitate...	Urban, Donna	8/29/2016	Flyers sent to parents Sign In Sheets Agendas/Minutes Event Response Forms	5/25/2017 monthly
G1.B3.S1.A3  A304967	Graphic organizers and visual aids will be posted for easy access in Google Docs.	Deets, Tina	8/29/2016	Documents in Google Docs Lesson Plans	5/29/2017 monthly

## V. Professional Development Opportunities

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

**G1.** Students will write to demonstrate a deep understanding of the standards across all content areas.

**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

Diane Welch Kristina Garofano Cari O'Rourke

#### Participants

All Instructional Staff

#### Schedule

Monthly, from 8/29/2016 to 5/25/2017

**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 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 2016-2017 school year.

#### Facilitator

Diane Welch Jesse Diaz Ana McMoran Tina Deets Cari O'Rourke Kristina Garofano

#### Participants

Grade Level teachers Resource teachers Specials teachers ESE teachers

#### Schedule

Monthly, from 8/29/2016 to 5/25/2017



**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, tablets, and technology to enhance instruction.

**Facilitator**

Promethean trainers Tina Deets Kristina Garofano

**Participants**

Grade level teachers Specials teachers Resource teachers ESE teachers

**Schedule**

Monthly, from 8/22/2016 to 5/19/2017

## VI. Technical Assistance Items

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

**G1.** Students will write to demonstrate a deep understanding of the standards across all content areas.

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

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

### TA Opportunity 1

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

#### Facilitator

Cari O'Rourke

#### Participants

Instructional Staff

#### Schedule

Monthly, from 8/29/2016 to 5/25/2017

## VII. Budget

1	G1.B1.S1.A1	All instructional staff will be trained on the use of District Curriculum maps throughout the year at PLCs.				\$65,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			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	G1.B3.S1.A1	District writing coaches will provide professional development.				\$0.00
5	G1.B3.S1.A2	WES staff members will provide modeling and coaching for colleagues.				\$0.00
6	G1.B3.S1.A3	Graphic organizers and visual aids will be posted for easy access in Google Docs.				\$0.00
7	G2.B1.S1.A1	Create a schedule of professional development for the 2016-2017 school year.				\$0.00
8	G2.B1.S1.A2	Professional Development is focused on implementation of District Curriculum maps.				\$0.00

9	G2.B2.S1.A1	Provide ongoing PD to ensure that teachers are familiar with all of the components of the Promethean board, tablets, and technology to enhance instruction.	\$0.00
10	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
11	G2.B2.S1.A3	Teachers will have opportunities in PLCs and common planning to share best practices for use of Promethean boards, tablets, and Class Flow in interactive technology infused lessons.	\$0.00
12	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
13	G2.B2.S3.A1	District Personnel will provide Google Doc training for instructional staff as needed.	\$0.00
14	G3.B1.S1.A1	Westside will host a "Come and See" night to train interested volunteers.	\$0.00
15	G3.B1.S1.A2	Grade level curriculum nights and parent workshops	\$0.00
16	G3.B1.S1.A3	Provide resources to teachers and parents to guide volunteers.	\$0.00
17	G3.B1.S2.A1	Use of home/school journals to enhance communication regarding instructional activities.	\$0.00
18	G3.B1.S3.A1	Enlist the help of grade level teams, The Parent Academy, and District staff to plan and facilitate events.	\$0.00
<b>Total:</b>			<b>\$65,000.00</b>