School District of Osceola County, FL

Westside K 8 School

2016-17 Schoolwide Improvement Plan

Westside K 8 School

2551 WESTSIDE BLVD, Kissimmee, FL 34747

www.osceolaschools.net

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)
Combination School PK-8	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	71%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	B	B*	B	B

Informational Baseline School Grade

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

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F or 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

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 K 8 School

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	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 K-8 builds a meaningful learning community by creating a challenging and innovative environment which inspires all individuals towards excellence.

b. Provide the school's vision statement.

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

2. School Environment

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

Westside K-8 ensures a process of researching and understanding the cultures of the students in attendance at our schools. There is collaboration with our school district Multicultural department in order to ensure proper training and support to staff members on the specifics of cultural differences among our students and ways in which to effectively educate and build relationships with each culture. Westside K-8 will infuse various activities, lessons and/or functions (based on age and grade appropriateness). Those items are including, but not limited to, the History of Holocaust, the History of Africans and African Americans, the Hispanic Contributions, Women's Contributions and Sacrifices of Veterans and other historical and culturally relevant topics.

Some of these topics and references will be celebrated throughout the year and infused in larger scale functions school-wide (such as parent night events). Teachers use student inventories and other project based approaches to learn about students' cultures and use these events to showcase the cultural diversity school wide.

Westside K-8 will implement a series of service oriented clubs and after school programs to allow for students and teachers to build closer relationships outside of the regular school environment. Such clubs, such as the YMCA program, will allow for interaction between school staff and students to foster trust and relationships beyond the school day.

We ensure that all students are consistently engaged in the learning process through a variety instructional techniques that foster high levels of thinking supported by current research. This process in turn allows for better understanding of the students and being in tuned to the specifics of each individual student's learning needs and intricacies.

Teachers work with students in a variety of capacities to foster relationships and ultimately optimal student achievement. The teacher learns each student's individual need in order to create and maintain systematic intervention programs so that every child receives timely interventions when struggling to achieve academic and social success. This process includes working within a Professional Learning Community, where all staff members collaborate to deliver effective, differentiated instruction that maximizes student learning and closes the achievement gap.

We foster a school climate where excellent behavior is expected, positive school spirit is experienced by all, recognition of remarkable effort and achievement is celebrated for all students and staff, and

the
school facilities reflect ownership of a thriving school community.

We seek to constantly communicate with our learning community (staff, students, families, and our local community partners), efficiently, proactively, and in a timely manner to ensure a continued, successful partnerships and better relationships between all.

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

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

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

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

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

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.

Westside K-8 has a clearly defined, consistent Discipline Referral Process with effective consequences used to discourage inappropriate behavior. The school leadership team in conjunction with the PBS team developed a continuum of behaviors that can be teacher-managed and those that may require a referral depending on severity, duration, and/or frequency and will develop a flowchart that depicts the discipline process. The team developed a list of consequences/interventions that teachers will use based on the behavior. All staff members were trained at grade level meetings

during the month of August and September and follow up will occur as needed. We formulated a plan for training staff on how to implement all components of the Tier 1 Positive Behavior System. An introductory assembly for all staff members occured during pre-planning with follow-up throughout the year as needed based on data and development of new intervention plans. Follow-up training by team members will occur during PLC's or other group meeting times.The team will track staff use of positive reinforcement (e.g., Warrior bucks) and track student participation in activities. Graphs of specific targeted behaviors, OSS, ISS, attendance, etc. will be reviewed monthly. The team will review climate surveys at the end of the school year.

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.

Westside K-8 employs three counselors. Counselors are responsible for maintaining communication with the teachers and staff with regards to potential student health and academic concerns. Counselor duties also include (but are not limited to):
• Taking part in the operational school based MTSS team that meets weekly to discuss students with barriers to academic and social success.
• Implement Check-in/Check-out systems for students in need, Check and Connect utilized with students in
need of positive adult interactions and positive feedback throughout the school day.
• Connect students to agencies who have Cooperative Agreements or are on campus.
• Engage with identified staff school (i.e. school-based team leader) to provide a differentiated delivery of
services based on student/school need. Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources).
• Utilize data-based decision making to close
academic, social-emotional and college-career equity gaps by connecting all students with the services
they need.
• Conducting at least 3 to 5 groups groups/lessons each month/ implementing Instruction and various campus activities that address social/emotional needs of students.
• Coordinating make-up work for students with extended illnesses
• Reviewing cumulative folders for all students receiving guidance referrals and out-of-school suspension.
• Responsible for disseminating information to teachers regarding student health concerns.
• Counseling students upon return from out-of-school suspension.
• Maintains an accurate, current data base of students grades
• Being involved in ALL aspects of grade level articulation
• Conducting Monthly New Student Orientations for students within your grade levels

3. Early Warning Systems

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

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

An early warning triage system will be developed and discussed by the MTSS team (which includes all members of the leadership team). This team will utilize data systems to identify students who have attendance, behavioral or academic concerns. They will also create data decision rules for number of absences or OSS before referral generated to SBT. The team will ensure teachers are aware of decision rules and procedures for notification after students are identified as meeting one of the data decision rules; Finally, the team will utilize data driven practices to assess the needs of the students

and the barriers blocking their success (Data-Driven Decision Making). Our early warning indicators are:
*Students who miss more than 10% or more of available instructional time.
*Third grade retention
*2 or more behavioral referrals
Level 1 score of standardized assessment in reading or mathematics
(*Items for level 1 below represent Mathematics scores*)

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	43	44	26	48	31	25	29	46	49	0	0	0	0	341
One or more suspensions	1	4	9	11	6	11	5	6	8	0	0	0	0	61
Course failure in ELA or Math	0	0	0	0	0	0	9	11	5	0	0	0	0	25
Level 1 on statewide assessment	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	0	24	14	14	11	13	13	17	13	0	0	0	0	119

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

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

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

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. § 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

Title I Schools, in collaboration with parents, teachers, staff and community stakeholders, annually prepare and submit to FLDOE a detailed Parent Involvement Plan (PIP). All parents are invited to provide input into the PIP design. The final version of the plan is presented to the School Advisory Council (SAC) for approval, prior to FLDOE upload.

Required components of the plan include the annual Title I Meeting. The District Title I office provides a PowerPoint template with areas for the school to personalize mission, vision, curriculum and demographic information to share with parents at the annual meeting. Another area of the PIP focuses on staff training activities in effectively engaging parents to participate in the academic achievement of their children. District Title I provided training modules include the five levels of parent involvement, along with cultural sensitivity training in collaboration with Title III. The plan also outlines annual Building Capacity events the school plans to involve parents in their child's academic progress along with community outreach integration.

All parents are also invited to participate in the preparation of the school Compact. The Compact document consists of three sections targeting: student, parent and teacher. It is a pledge to uphold the school's vision, mission and specific educational accountability. It is discussed and signed by every elementary student, parent and teacher. The Compact is sent home for parent review at the middle and high school levels.

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.

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

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
Winston, Nadia	Principal
Swiderski, Kristi	Assistant Principal
Mcclintock, Julie	Instructional Coach
Cowen, Amanda	Instructional Coach
Davidson, Carolyn	Instructional Coach
Ryan, Patricia	Instructional Coach
Graham, Joyce	Assistant Principal
Dunn, Paul	Assistant Principal
Nixon-Rice, Kinisha	Instructional Coach

b. Duties

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

Each SBLT member serves on the MTSS/Problem-Solving team, as well as one or more MTSS Subcommittees. The Problem-Solving team looks at a variety of school-wide data and meets monthly. The subcommittees also meet monthy to look at data in their respective areas to make action plans for improvements to Tier 1, grouping of students in need in Tier 2, and intervention plans for students needing Tier 3 Individual interventions. The subcommittees are as follows:

K-5 Academics - Nixon-Rice, Miller, Muzika, Penaloza, Graham, Henderson, Winston, Cowen

6-8 Academics - Azis, Nixon-Rice, Muzika, Henderson, Graham, Penaloza, Winston, Cowen

K-5 Behavior- Baylor, Nixon-Rice, Sanchez, Fender, Graham, Penaloza, Henderson, Winston, Cowen, Duran

6-8 Behavior - Torres, Nixon-Rice, Soto, Sanchez, Henderson, Winston, Penaloza, Graham, Cowen, Pierre, Duran

K-8 Attendance- Nashi, Nixon-Rice, Soto, Sanchez, Fender, Henderson, Winston, Penaloza, Graham, Cowen, Cruz

Members are responsible for examining data, participating in meetings, serving as resources to teachers, and reporting on their area at MTSS/Problem-Solving Team meetings.

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

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

Title I, Part A

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant

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

Title I, Part D

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

Title II

Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX

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

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Polly Bee Amato	Parent
Nadia Winston	Principal
Rosa Acosta-Hertzman	Teacher
Beverly Robinson	Teacher
Kimberly Azis	Teacher
Courtney Foondle	Teacher
Jacqueline Wade	Education Support Employee
Keranis Noble	Teacher
Shakelia Henderson	Education Support Employee
Miranda Clowney	Parent
Natasha Rivera	Parent
Justin Baylor	Teacher
Linda Ridings	Teacher
Maria Tirado	Parent
Christina Pettis	Teacher
Sheila Burrell	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

Last year's plan focused on two goals:
Goal #1- All teachers will implement effective Standards Based Instruction including strategies and accommodations/ modifications for ELL and SWD students.

Some of the strategies for goal 1 included: Teachers will be provided site-based and district-based professional development (state support and district support)
Standards-based instruction (reading, math, science)
Using test-specs to guide instructional planning
- Learning Goals/Scales (Common Board Configuration)
- Effective use of formative assessments to guide instruction
- Progress monitoring and data collection
Differentiating instruction

Establish model classrooms per grade level/department for observation
Instructional Rounds throughout grade levels and departments

Common planning periods for teachers infused within the Master Schedule to allow teachers to commonly plan lessons and assessments (protected from other meetings)
Continue training on effective collaborative planning

Goal #2- Westside K-8 will maintain staff through building teacher capacity and building school culture and climate.

The strategies for goal 2 were: Establish schedule or calendar with PD/assessment/data review time frames and planning meetings.

Teachers used PLC time to analyze and discuss student data in order to guide, re-teach, and differentiate un-mastered tested benchmarks.

b. Development of this school improvement plan

The School Advisory Council was given the data for the school as it relates to FSA, Science FCAT 2.0 and other pertinent information. Information about the school grade and every academic area was presented. Representatives from the committee were given copies of the information and suggested goals for the 2015-16 school year. An opportunity for input and information was given. A parent sub-committee met to compile suggested information to create the SIP. They also made suggestions to possible ideas for the next parent involvement plan. Another subcommittee compiled of parent, teachers and administrative staff members met to review data, discuss and create programs/ intervention for the areas of discipline and attendance. These items will also be part of the school improvement plan.

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

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

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

School Improvement funds went toward ensuring the needed systems in the school such as payment of student group activities such as TSA and the school wide AVID initiatives. There were also funds expended for elementary and middle school Student Council and school wide behavior system (under Goal #2). Funds will also assisted in purchasing school-wide classroom computer programs in order to assist in raising the achievement of the students.

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
Mcclintock, Julie	Instructional Coach
Cowen, Amanda	Instructional Coach
Davidson, Carolyn	Instructional Coach
Swiderski, Kristi	Assistant Principal
Winston, Nadia	Principal
Graham, Joyce	Assistant Principal
Dunn, Paul	Assistant Principal
Nixon-Rice, Kinisha	Instructional Coach

b. Duties

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

The major initiatives of the Literacy Leadership Team this year will be to increase the motivation of students (and parents) in the area of reading and to increase the overall reading achievement of all students. This includes increasing the number of students achieving high standards in reading, increasing the learning gains of students in reading and increasing the lowest 25% of students in the area of reading. Our literacy leadership team realizes that when the reading motivation and achievement is increased, this will positively impact the science scores as the science portion of the FCAT requires high levels of reading and reading comprehension strategies/skills. This will also impact future Social Studies EOC exams.

School-wide data chats will take place to be able to examine the data and determine the need. The team will create a school-wide motivational reward system for initiatives such as Kid-Biz/Teen Biz to build motivation among the students and an awareness of their own progress. The team will incorporate various reading academic learning nights for families for support in the area of literacy at the home.

The team will structure teacher trainings and modeling that will take place on multiple time frames to ensure instructional strategies are in place to support increased achievement in the area of reading and literacy.

D. Public and Collaborative Teaching

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

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

One venue for encouraging positive working relationships with teachers is participation in Professional Learning Community Meetings. Research-based protocols are utilized to focus the meetings on students' academic needs and how students might be assessed. Student improvement is monitored and instruction is modified as needed based on decisions made through collaboration. This time is also designated at the start of school (every first and third Wednesday) of the month and one day weekly for collaborative planning. The master schedule has been designed to provide consistent time for teachers to meet by common content or grade level. These will be considered collaborative planning meetings where teachers will look at the lesson planning and instructional aspect of their days and discuss instructional strategies and implementation of lessons.

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

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

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

Westside K-8 will create a complete mentor program. New teachers to the school as well as brand new teachers will be invited to monthly meetings where they will be oriented to various aspect of the school and items in relation to their school duties. This includes mandatory items such as progress reports, report cards. This will also be a time for collaboration between new teachers and their mentors. Other mentoring activities include professional development specific to brand new teachers and their needs. Teachers were paired up according to their grade level or subject area in which they teach. The mentors could include a curriculum coach or Learning Resource Specialist. The list is as follows:

NEW TEACHER MENTOR

Veronica Fernandez / Vogt
Nancy Pereyra / Morgan
Richard Birmingham / Hammond
Nicole Alexandreau / Gulledge
Naomi Dejesus / Gorthey
Nirmala Atkinson / Gorthey
Amelia Pearson / Daversa
Marni Morse / Noble
Naomi Karczewski / Wachter
Leah Volpe / Wiseman
Kalila Foy / Wiseman
Lizbetmar Vazquez / Wachter
Nivia Rivera / Wiseman
Nathan Karczewski / Zimmel
Christopher Mercado / Escribano
Hettie Norland / Persaud

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.

Westside K-8 Utilizes leading digital tools and results-driven instruction throughout the school. All curriculum materials are aligned to the FL Standards and these standards are integrated in all academic areas. In the area of Reading and Language Arts (ELA) the instruction builds better readers and writers while also providing intervention for struggling students. The materials are organized and include digital tools including apps and interactive whiteboard lessons that assist with scaffolding for and engaging all learners. The mathematics curriculum is similar in that it offers an engaging and

interactive approach to covering the standards. Teachers also have the opportunity to supplement materials with others that will meet the needs of the students in the area of intervention, and enrichment or for achieving the depth and rigor that the standard calls for.

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

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.

Westside K-8 will implement the MTSS process to identify students with needs. Students will be designated for Tier 2 and Tier 2 interventions based on the teacher and team identification of students in need based on data. The school will also implement Warrior University intervention program school wide and specify intensive reading strategies, or the use of small group instruction within classrooms.
The school ensures every teacher contributes to literacy improvement of every student by:
•Holding meetings on a regular basis to make decisions about literacy instruction in the school. Student data is analyzed and compared to expectations found in the English/Language Arts Florida Standards
•Utilizing a balanced literacy approach that includes whole group, small group and one-on-one instruction based on student needs
•Creating a schedule with an uninterrupted 90 minute reading block (elementary school)
•Creating a schedule with an additional 30 minute language arts block (to support the ELA requirements)
•Creating a schedule with a double block (Reading and Language Arts) in middle school
•Providing iii instruction based on student needs built into the master schedule (40 min or more) for Multi-Tiered interventions/ For middle school, interventions may take place in intensive courses as well as classroom based interventions and other specialized time frames based on student need
•Providing a modified bell schedule for intervention time frame for middle school students
•Providing instruction aligned with the Language Arts Florida Standards for their grade level
•Providing resources to support instruction (extensive classroom libraries, texts to support units of study, leveled books for small group instruction)
•Administering assessments which measure instructed standards
•Monitoring progress at the class and grade level during Learning Team Meetings
•Conducting data chats with students
•Creating units of study based on current data
•Choosing methods of instruction based on the needs of students (modeled, guided practice, inquiry)
•Students self-selecting texts based on Lexile levels
•Students receiving push-in/pull out services for ESE/ELL
•Providing LLI (Leveled Literacy Intervention) instruction
•Providing Process and Strategy charts for reminders of teaching

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: 5,400

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

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

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy
Winston, Nadia, nadia.winston@osceolaschools.net

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

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

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. § 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.

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.Two full time VPK units and one Pre-K ESE unit are on our school campus this school year to help students transition to Kindergarten. The

program assists in increasing proficiency in basic pre-kindergarten skills, preparing students for Common Core Standards and developing the necessary social skills for school. We will assist in preschool transition into kindergarten through use of our kindergarten round up program. Through this program, we bring students to kindergarten classes for orientation in Spring. In addition, we will be implementing the district screener for reading and math which will allow for us to properly place students in kindergarten. In the late spring, we will allow for some VPK student to experience a kindergarten day by pushing into the kindergarten classrooms in a rotational process. These students will experience a full kindergarten day including transition to block classes and the like.

The 5th graders that are transitioning to 6th grade encounter a transitional system as well. Incoming 6th grade parents and students are provided with a curriculum night and new student orientation that helps to transition these students to the middle school culture. Since we are a K-8 school, returning students have had the opportunity to witness some of the middle school environment before this particular night.

Outgoing 8th graders are given the opportunity to attend information sessions hosted by each feeder school at the school site. These sessions provide students with the opportunity to learn about the high school they will be attending and sign up for high school. Students from the high schools are present to answer questions as well as the counselors or other representatives from the school.

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.

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives include:

• Guidance Counselors meet with students to discuss course opportunities available for the following school year.
The promotion of increased student participation and performance in Advanced
• Placement of students scoring level 4 or 5 in various subjects in advances courses to prepare them for higher level courses in middle and high school.
• Middle school students must go through "Career and Decision Making" curriculum through one of their social studies classes in order to continue the thought process of advancement to college and careers.
• Our middle school participates in vertical articulation among high schools to create a pipeline of rigorous instruction so that students are college ready and prepared for post-secondary success
•The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies. College visits are also part of this program in connection with many local colleges and universities.
•Guidance Services working with schools to inform and support students and parents in programs that will inform them on future graduation and college readiness goals

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

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

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

Westside K-8 offers an Engineering & Technology Education track using the Project Lead the Way program. This program directly relates to a technology related career and skills that can be utilized in a technical field.

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. § 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"Â? 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

1 = Problem Solving Step　　🔑 S123456 = Quick Key

Strategic Goals Summary

G1. All teachers will implement effective rigorous instruction aligned to the depth of the State Standards to increase student achievement.

G2. All teachers will engage in collaboration and data analysis for the purpose of driving instructional decisions.

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. All teachers will implement effective rigorous instruction aligned to the depth of the State Standards to increase student achievement. 1a

🔍 G085422

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	55.0
Math Gains	53.0
FCAT 2.0 Science Proficiency	50.0
Civics EOC Pass	80.0
Algebra I EOC Pass Rate	95.0
ELA/Reading Gains District Assessment	55.0
Math Gains District Assessment	55.0
Science Achievement District Assessment	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of understanding and implementation of depth of standards.

- Inconsistent use of high yield instructional strategies for delivery of rigorous and engaging lessons.

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G1. 8

Walkthrough data & Progress Monitoring Data

Person Responsible

Nadia Winston

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Trend data proves teacher instruction that implements high yield strategies and are aligned to standards Progress Monitoring(K-8 iReady Math & Reading data)

G2. All teachers will engage in collaboration and data analysis for the purpose of driving instructional decisions. 1a

🔍 G085423

Targets Supported 1b

Indicator	Annual Target
ELA Achievement District Assessment	51.0
Math Achievement District Assessment	50.0

Targeted Barriers to Achieving the Goal 3

- Understanding how to select appropriate data and how to use it to inform instruction.
- Lack of continuous progress monitoring system.

Resources Available to Help Reduce or Eliminate the Barriers 2

- MTSS leadership team
- Mentor Program
- Team Planning Times
- Shout out Board
- Surveys
- PBS
- Deans
- Business Partners
- Student attendance incentives

Plan to Monitor Progress Toward G2. 8

Student progress monitoring data

Person Responsible
Patricia Ryan

Schedule
Monthly, from 10/26/2015 to 5/31/2016

Evidence of Completion
Increased student achievement

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. All teachers will implement effective rigorous instruction aligned to the depth of the State Standards to increase student achievement. 1

🔑 G085422

G1.B1 Lack of understanding and implementation of depth of standards. 2

🔑 B227192

G1.B1.S1 Increase teacher understanding of State Standards. 4

🔑 S239701

Strategy Rationale

Breaking the standard apart is the first step for effective lesson planning.

Action Step 1 5

Provide systematic professional development on unpacking standards and identifying critical content.

Person Responsible

Julie Mcclintock

Schedule

Biweekly, from 8/3/2016 to 5/26/2017

Evidence of Completion

Deliverables, completed templates

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

Create a professional development calendar.

Person Responsible

Joyce Graham

Schedule

Monthly, from 7/18/2016 to 5/26/2017

Evidence of Completion

Walkthough data, training agendas, calendar, training items, deliverables

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

Conduct classroom observations and evaluate student data.

Person Responsible

Nadia Winston

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Observation data and student data.

G1.B2 Inconsistent use of high yield instructional strategies for delivery of rigorous and engaging lessons.
2

🔍 B227193

G1.B2.S1 Design and implement training on effective instructional strategies to support the needs of all learners. 4

🔍 S239703

Strategy Rationale

Teachers must understand what strategies to enact in order to help students move towards mastery.

Action Step 1 5

Provide professional development including instructional rounds on differentiation.

Person Responsible

Patricia Ryan

Schedule

On 5/26/2017

Evidence of Completion

Professional development logs, agendas

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

Conduct classroom observations and review common assessment data.

Person Responsible

Joyce Graham

Schedule

Monthly, from 8/3/2016 to 5/26/2017

Evidence of Completion

Classroom observation data, common assessment data

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

Conduct classroom observations to determine implementation of high yield strategies.

Person Responsible

Nadia Winston

Schedule

Weekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

Classroom observation data

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

Monitoring the PLC process.

Person Responsible

Kristi Swiderski

Schedule

Biweekly, from 8/10/2016 to 5/26/2017

Evidence of Completion

PLC agenda and minutes

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

Evaluating student performance data.

Person Responsible

Paul Dunn

Schedule

Monthly, from 8/10/2016 to 5/26/2017

Evidence of Completion

G2. All teachers will engage in collaboration and data analysis for the purpose of driving instructional decisions. 1

🔑 G085423

G2.B1 Understanding how to select appropriate data and how to use it to inform instruction. 2

🔑 B227194

G2.B1.S1 Create interdependent goals to help them focus on what data to use to drive instruction. 4

🔑 S239704

Strategy Rationale

Interdependent goals will help teachers use data to identify strength areas and opportunities for improvement.

Action Step 1 5

Provide professional development on data sources and data analysis.

Person Responsible

Joyce Graham

Schedule

Quarterly, from 8/3/2016 to 5/26/2017

Evidence of Completion

Training logs, data meetings

Action Step 2 5

Person Responsible

Schedule

Evidence of Completion

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

Conduct data chats with teachers.

Person Responsible

Nadia Winston

Schedule

On 5/26/2017

Evidence of Completion

Completed data chat forms.

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

Conduct data chats to discuss what data was used and how it drove their instruction.

Person Responsible

Nadia Winston

Schedule

Quarterly, from 8/3/2016 to 5/26/2017

Evidence of Completion

Completed data chat forms.

G2.B2 Lack of continuous progress monitoring system. 2

🔑 B227195

G2.B2.S1 Implement a structure to support progress monitoring of student performance. 4

🔑 S239705

Strategy Rationale

This system will support teachers and leadership to use progress monitoring data in the PLC process.

Action Step 1 5

Create tools for tracking data.

Person Responsible

Kinisha Nixon-Rice

Schedule

Monthly, from 8/3/2016 to 5/26/2017

Evidence of Completion

Up-to-date data wall, data tracker, and data chat forms.

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

Ensuring that the data tracking tools are utilized effectively.

Person Responsible

Nadia Winston

Schedule

On 5/26/2017

Evidence of Completion

Updated data wall, analyzing student data, data chat sheet is being completed.

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

Conduct data chats and evaluate student data.

Person Responsible

Nadia Winston

Schedule

Quarterly, from 8/3/2016 to 5/26/2017

Evidence of Completion

Data chat forms, student data reports

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.B1.S1.A2 A310385	[no content entered]		No Start Date		No End Date one-time
G2.MA1 M318029	Student progress monitoring data	Ryan, Patricia	10/26/2015	Increased student achievement	5/31/2016 monthly
G1.MA1 M318024	Walkthrough data & Progress Monitoring Data	Winston, Nadia	8/10/2016	Trend data proves teacher instruction that implements high yield strategies and are aligned to standards Progress Monitoring(K-8 iReady Math & Reading data)	5/26/2017 monthly
G1.B1.S1.MA1 M318018	Conduct classroom observations and evaluate student data.	Winston, Nadia	8/10/2016	Observation data and student data.	5/26/2017 monthly
G1.B1.S1.MA1 M318019	Create a professional development calendar.	Graham, Joyce	7/18/2016	Walkthough data, training agendas, calendar, training items, deliverables	5/26/2017 monthly
G1.B1.S1.A1 A310382	Provide systematic professional development on unpacking standards and identifying critical content.	Mcclintock, Julie	8/3/2016	Deliverables, completed templates	5/26/2017 biweekly
G1.B2.S1.MA1 M318020	Conduct classroom observations to determine implementation of high yield strategies.	Winston, Nadia	8/10/2016	Classroom observation data	5/26/2017 weekly
G1.B2.S1.MA3 M318021	Monitoring the PLC process.	Swiderski, Kristi	8/10/2016	PLC agenda and minutes	5/26/2017 biweekly
G1.B2.S1.MA4 M318022	Evaluating student performance data.	Dunn, Paul	8/10/2016		5/26/2017 monthly
G1.B2.S1.MA1 M318023	Conduct classroom observations and review common assessment data.	Graham, Joyce	8/3/2016	Classroom observation data, common assessment data	5/26/2017 monthly
G1.B2.S1.A1 A310383	Provide professional development including instructional rounds on differentiation.	Ryan, Patricia	8/3/2016	Professional development logs, agendas	5/26/2017 one-time
G2.B1.S1.MA1 M318025	Conduct data chats to discuss what data was used and how it drove their instruction.	Winston, Nadia	8/3/2016	Completed data chat forms.	5/26/2017 quarterly
G2.B1.S1.MA1 M318026	Conduct data chats with teachers.	Winston, Nadia	8/3/2016	Completed data chat forms.	5/26/2017 one-time
G2.B1.S1.A1 A310384	Provide professional development on data sources and data analysis.	Graham, Joyce	8/3/2016	Training logs, data meetings	5/26/2017 quarterly
G2.B2.S1.MA1 M318027	Conduct data chats and evaluate student data.	Winston, Nadia	8/3/2016	Data chat forms, student data reports	5/26/2017 quarterly
G2.B2.S1.MA1 M318028	Ensuring that the data tracking tools are utilized effectively.	Winston, Nadia	8/3/2016	Updated data wall, analyzing student data, data chat sheet is being completed.	5/26/2017 one-time
G2.B2.S1.A1 A310386	Create tools for tracking data.	Nixon-Rice, Kinisha	8/3/2016	Up-to-date data wall, data tracker, and data chat forms.	5/26/2017 monthly

V. Professional Development Opportunities

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

G1. All teachers will implement effective rigorous instruction aligned to the depth of the State Standards to increase student achievement.

G1.B1 Lack of understanding and implementation of depth of standards.

G1.B1.S1 Increase teacher understanding of State Standards.

PD Opportunity 1

Provide systematic professional development on unpacking standards and identifying critical content.

Facilitator

Kim Azis

Participants

Teachers

Schedule

Biweekly, from 8/3/2016 to 5/26/2017