

Hendry County Schools

# Westside Elementary School



2017-18 Schoolwide Improvement Plan

## Westside Elementary School

205 ARROYO AVE, Clewiston, FL 33440

[http://hendry-schools.org/education/school/school.php?sectionid=12&sc\\_id=1171294169](http://hendry-schools.org/education/school/school.php?sectionid=12&sc_id=1171294169)

### School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2016-17 Title I School</b>	<b>2016-17 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Elementary School PK-5	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	86%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	D	C	C*	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 Hendry 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

### 2017-18 DA Category and Statuses for Westside Elementary School

DA Region and RED	DA Category and Turnaround Status
Southwest -	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

##### a. Provide the school's mission statement.

At Westside Elementary School, we are a community of LEADERS. We recognize, honor, and celebrate the leaders within each of us.

Love learning  
Excel in all we do  
Achieve goals together  
Do what is right.

##### b. Provide the school's vision statement.

Westside's community of leaders focus on the whole child, which will allow each child to go out into the community and become not only productive members of society, but effective leaders in all they do.

#### 2. School Environment

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

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

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

Students safety (emotionally, socially, and physically) is our top priority. Children who do not feel safe do not learn. Teachers work with an inclusive model at Westside with high expectations to create a learning environment that supports all differences and treats them with fair and constructive feedback.

##### c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced.

WES has implemented Leader in Me school-wide. This implementation, while in the first year, will teach all of Westside how to shift their mindset to focusing on the whole-person and finding the

genius in each person. By teaching the 7 Habits and focusing on the shift in paradigm, behavior, academic, and social expectations will be universal and consistent.

**d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.**

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

**3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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

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

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	73	82	81	78	82	89	0	0	0	0	0	0	0	485
One or more suspensions	0	0	1	10	3	11	0	0	0	0	0	0	0	25
Course failure in ELA or Math	5	8	12	16	2	5	0	0	0	0	0	0	0	48
Level 1 on statewide assessment	0	0	0	34	35	54	0	0	0	0	0	0	0	123
	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	1	2	5	16	9	16	0	0	0	0	0	0	0	49

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

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

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

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

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP Link**

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

**2. Description**

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

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

The Hendry County Economical Development Council assisted with teacher recruitment this year. The EDC allocated funds to provide lodging for possible recruits that were interviewing for positions. Roland Martin's Marina has also been very active with helping newly recruited teachers. The local Wal-mart supports our school with supplies that are used in the classrooms throughout the year. Bello's Jewelry Store is providing us with fund raising events. The Clewiston Museum is also supporting our 4th grade students with South Florida Heritage Education. WES utilizes local and state law enforcement and safety personnel to support learning regarding community helpers. Farmers in the area are currently pairing up with the food service provider to provide our student with experiences to agriculture and gardening.

## C. Effective Leadership

**1. School Leadership Team**

**a. Membership**

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



Name	Title
Busin, Anthony	Principal
Sweet, Aimee	Assistant Principal

## b. Duties

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

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

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

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

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

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

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

### **2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.**

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

We use title I funds through out the year to support the educational system. We use Title I to support our after school program, technology and training. Throughout the year Westside keeps a close eye and ear on our families and to make sure we make the district aware of homeless situations.

## 2. School Advisory Council (SAC)

### a. Membership

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

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

##### a. Evaluation of last year's school improvement plan

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

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

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

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

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

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

SAC will be looking at technology, parent involvement, truancy, proficiency across all grade levels and school climate.

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

Yes

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

### 3. Literacy Leadership Team (LLT)

#### a. Membership

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

Name	Title
Busin, Anthony	Principal
Sweet, Aimee	Assistant Principal

## b. Duties

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

The LLT will work with teachers providing the teachers with strategies on small group instruction. Daily and weekly walk through will be done throughout the year to look for higher order thinking and questioning techniques, Kagan cooperative learning strategies, small groups, student led communications, and teaching to the Florida Standards.

## D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

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

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

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

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

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

## E. Ambitious Instruction and Learning

### 1. Instructional Programs and Strategies

#### a. Instructional Programs

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

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

students with the appropriate level of questioning and reasoning to be successful independently.

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

## **b. Instructional Strategies**

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

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

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

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

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

**Strategy: After School Program**

**Minutes added to school year: 2,400**

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

**Strategy Rationale**

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

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Busin, Anthony, busina@hendry-schools.net

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

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

**2. Student Transition and Readiness**

**a. PreK-12 Transition**

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

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

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

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

**b. College and Career Readiness**

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

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

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

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

n/a

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

n/a

**4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes.**

n/a

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

### 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

**1** = Problem Solving Step    **S123456** = Quick Key

## Strategic Goals Summary

- G1.** If we increase our level of high quality instruction based on curriculum and pedagogy then we will reach our goal across our core curriculum of 56% student proficiency.
  
- G2.** If we increase our level of high quality instruction based on student engagement then we will reach our goal of 56% proficiency across our core curriculum.

## Strategic Goals Detail

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

**G1.** If we increase our level of high quality instruction based on curriculum and pedagogy then we will reach our goal across our core curriculum of 56% student proficiency. 1a

G098593

**Targets Supported** 1b

Indicator	Annual Target
FSA ELA Achievement	70.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers lack the understanding and applying of Florida State Standards instruction with depth and rigor.

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

- i-Ready data collection and assessments
- Kagan Cooperative Learning: Collaborative Instructional and Social Strategies
- Monthly After-School PD's for open to all teachers with direct focus on academic strategies of Best Practices of a school community.
- Grade level PD's provided by District Reading and math coaches
- Monthly Nights with parents
- DATA Team meetings
- 

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

**Person Responsible**

**Schedule**

**Evidence of Completion**



**G2.** If we increase our level of high quality instruction based on student engagement then we will reach our goal of 56% proficiency across our core curriculum. 1a

G098594

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics Achievement	56.0

**Targeted Barriers to Achieving the Goal** 3

- Teachers lack understand and applying of Florida State Standards and expectations with depth and rigor.

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

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

**Plan to Monitor Progress Toward G2.** 8

District Assessments

**Person Responsible**

Aimee Sweet

**Schedule**

Biweekly, from 8/10/2017 to 5/29/2018

**Evidence of Completion**

Student success on District and State Assessments

## Action Plan for Improvement

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

### Problem Solving Key


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

**1** = Problem Solving Step       S123456 = Quick Key

**G1.** If we increase our level of high quality instruction based on curriculum and pedagogy then we will reach our goal across our core curriculum of 56% student proficiency. **1**

 G098593

**G1.B2** Teachers lack the understanding and applying of Florida State Standards instruction with depth and rigor. **2**

 B265331

**G1.B2.S1** All staff will participate in Professional Development opportunities related to instructional practices that focus on meeting the needs of all students. (morning PD's, Monthly After School PD's, and Curriculum Nights for Parents) **4**

 S281220

### Strategy Rationale

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

### Action Step 1 **5**

Professional Development with District coaches and administration on standard breakdown, formative assessments, rigorous questioning, productive struggle for students, student led instruction, effective small group instruction, cooperative learning strategies such as Kagen.

#### Person Responsible

Aimee Sweet

#### Schedule

Weekly, from 8/10/2017 to 6/1/2018

#### Evidence of Completion

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

### Action Step 2 **5**

Collaborative planning on focused standards.

#### Person Responsible

Aimee Sweet

#### Schedule

Biweekly, from 8/10/2017 to 6/1/2018

#### Evidence of Completion

Lesson Plans

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

Review of lesson plans, observations of lessons taught, student engagement and assessments.

**Person Responsible**

Anthony Busin

**Schedule**

Weekly, from 8/10/2017 to 6/1/2018

**Evidence of Completion**

Increase student success on district academic assessments and state assessments.

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

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

**Person Responsible**

Anthony Busin

**Schedule**

Quarterly, from 8/10/2017 to 6/1/2018

**Evidence of Completion**

Student success on assessments given.

**G2.** If we increase our level of high quality instruction based on student engagement then we will reach our goal of 56% proficiency across our core curriculum. 1

G098594

**G2.B2** Teachers lack understand and applying of Florida State Standards and expectations with depth and rigor. 2

B265335

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

S281223

### Strategy Rationale

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

### Action Step 1 5

After school program

#### Person Responsible

Anthony Busin

#### Schedule

Weekly, from 8/10/2017 to 6/1/2018

#### Evidence of Completion

Sign in sheets and logs of time spent with participants.

### Action Step 2 5

Curriculum Nights

#### Person Responsible

Anthony Busin

#### Schedule

Monthly, from 8/10/2017 to 6/1/2018

#### Evidence of Completion

Agenda, sign-in sheets

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

After school program

**Person Responsible**

Anthony Busin

**Schedule**

Every 3 Weeks, from 8/10/2017 to 6/1/2018

***Evidence of Completion***

Parent sign in sheets and surveys

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

Student achievement of those that participated

**Person Responsible**

Anthony Busin

**Schedule**

Every 3 Weeks, from 8/10/2017 to 6/1/2018

***Evidence of Completion***

Use the data to measure effectiveness of the program

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

S281224

### Strategy Rationale

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

### Action Step 1 5

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

#### Person Responsible

Anthony Busin

#### Schedule

Every 3 Weeks, from 8/10/2017 to 6/1/2018

#### Evidence of Completion

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

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

Weekly meetings with the Leadership teams and grade level teams.

#### Person Responsible

Anthony Busin

#### Schedule

Weekly, from 8/10/2017 to 6/1/2018

#### Evidence of Completion

Agendas, progress monitoring, minutes

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

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

**Person Responsible**

Anthony Busin

**Schedule**














Weekly, from 8/10/2017 to 6/1/2018

***Evidence of Completion***

Student data and pacing guide and curriculum map revisions



## 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>2018</b>					
G1.MA1  M411144	[no content entered]		No Start Date		No End Date one-time
G2.MA1  M411155	District Assessments	Sweet, Aimee	8/10/2017	Student success on District and State Assessments	5/29/2018 biweekly
G1.B2.S1.MA1  M411142	Data will be monitored at the end of every nine week period and compared to lagging data for...	Busin, Anthony	8/10/2017	Student success on assessments given.	6/1/2018 quarterly
G1.B2.S1.MA1  M411143	Review of lesson plans, observations of lessons taught, student engagement and assessments.	Busin, Anthony	8/10/2017	Increase student success on district academic assessments and state assessments.	6/1/2018 weekly
G1.B2.S1.A1  A379173	Professional Development with District coaches and administration on standard breakdown, formative...	Sweet, Aimee	8/10/2017	The program will be monitored through the progress monitoring of All the Right Type	6/1/2018 weekly
G1.B2.S1.A2  A379174	Collaborative planning on focused standards.	Sweet, Aimee	8/10/2017	Lesson Plans	6/1/2018 biweekly
G2.B2.S1.MA1  M411149	Student achievement of those that participated	Busin, Anthony	8/10/2017	Use the data to measure effectiveness of the program	6/1/2018 every-3-weeks
G2.B2.S1.MA1  M411150	After school program	Busin, Anthony	8/10/2017	Parent sign in sheets and surveys	6/1/2018 every-3-weeks
G2.B2.S1.A1  A379177	After school program	Busin, Anthony	8/10/2017	Sign in sheets and logs of time spent with participants.	6/1/2018 weekly
G2.B2.S1.A2  A379178	Curriculum Nights	Busin, Anthony	8/10/2017	Agenda, sign-in sheets	6/1/2018 monthly
G2.B2.S2.MA1  M411151	Grade level meeting will take place to monitor pacing and instruction.	Busin, Anthony	8/10/2017	Student data and pacing guide and curriculum map revisions	6/1/2018 weekly
G2.B2.S2.MA1  M411152	Weekly meetings with the Leadership teams and grade level teams.	Busin, Anthony	8/10/2017	Agendas, progress monitoring, minutes	6/1/2018 weekly
G2.B2.S2.A1  A379179	Our teachers will participate in PDs to help them with higher order questioning in their lessons.	Busin, Anthony	8/10/2017	agendas, minutes, documented/ observed implementation in lessons taught, and sign in sheets	6/1/2018 every-3-weeks

## V. Professional Development Opportunities

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

**G1.** If we increase our level of high quality instruction based on curriculum and pedagogy then we will reach our goal across our core curriculum of 56% student proficiency.

**G1.B2** Teachers lack the understanding and applying of Florida State Standards instruction with depth and rigor.

**G1.B2.S1** All staff will participate in Professional Development opportunities related to instructional practices that focus on meeting the needs of all students. (morning PD's, Monthly After School PD's, and Curriculum Nights for Parents)

### **PD Opportunity 1**

Professional Development with District coaches and administration on standard breakdown, formative assessments, rigorous questioning, productive struggle for students, student led instruction, effective small group instruction, cooperative learning strategies such as Kagen.

#### **Facilitator**

County trainers as well as outside trainers with expertise in the areas of standard based instruction and using data to drive instruction.

#### **Participants**

Teachers and parents

#### **Schedule**

Weekly, from 8/10/2017 to 6/1/2018

**G2.** If we increase our level of high quality instruction based on student engagement then we will reach our goal of 56% proficiency across our core curriculum.

**G2.B2** Teachers lack understand and applying of Florida State Standards and expectations with depth and rigor.

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

**PD Opportunity 1**

Curriculum Nights

**Facilitator**

Aimee Sweet

**Participants**

Parents and Teachers

**Schedule**

Monthly, from 8/10/2017 to 6/1/2018

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

**PD Opportunity 1**

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

**Facilitator**

Administrators

**Participants**

Teachers

**Schedule**

Every 3 Weeks, from 8/10/2017 to 6/1/2018

## VI. Technical Assistance Items

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

## VII. Budget

<b>1</b>	<b>G1.B2.S1.A1</b>	<b>Professional Development with District coaches and administration on standard breakdown, formative assessments, rigorous questioning, productive struggle for students, student led instruction, effective small group instruction, cooperative learning strategies such as Kagen.</b>				<b>\$10,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6000	140-Substitute Teachers	0161 - Westside Elementary School	UniSIG		\$10,000.00
			<i>Notes: For substitutes while teachers are attending on and off site PD on increasing student proficiency.</i>			
<b>2</b>	<b>G1.B2.S1.A2</b>	<b>Collaborative planning on focused standards.</b>				<b>\$0.00</b>
<b>3</b>	<b>G2.B2.S1.A1</b>	<b>After school program</b>				<b>\$204,840.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0161 - Westside Elementary School		1.0	\$159,104.00
			<i>Notes: For teachers to work in an extended day program to increase student proficiency in all areas. This extended day program will begin on January 8th 2018. This is also for paraprofessionals to work with teachers in daily classroom instruction. This instruction will include whole and small group as well as one on one as needed.</i>			
	5100	150-Aides	0161 - Westside Elementary School	UniSIG		\$24,000.00
			<i>Notes: Paraprofessionals to work with teacher in daily classroom instruction. This instruction will be in whole group and small group as well as one on one as needed to increase student achievement.</i>			
	5100	210-Retirement	0161 - Westside Elementary School	UniSIG		\$1,900.00
	5100	220-Social Security	0161 - Westside Elementary School	UniSIG		\$1,488.00
	5100	200-Employee Benefits	0161 - Westside Elementary School	UniSIG		\$348.00
			<i>Notes: Medicare benefits</i>			
	5100	230-Group Insurance	0161 - Westside Elementary School	UniSIG		\$18,000.00
<b>4</b>	<b>G2.B2.S1.A2</b>	<b>Curriculum Nights</b>				<b>\$0.00</b>
<b>5</b>	<b>G2.B2.S2.A1</b>	<b>Our teachers will participate in PDs to help them with higher order questioning in their lessons.</b>				<b>\$10,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	120-Classroom Teachers	0161 - Westside Elementary School		1.0	\$10,000.00

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Westside Elementary School

	<i>Notes: For teachers to work after hours to attend PD to help them with higher order questioning during instruction.</i>
	<b>Total: \$224,840.00</b>