

Hernando County School District

Westside Elementary School



2017-18 Schoolwide Improvement Plan

Westside Elementary School

5400 APPLGATE DR, Spring Hill, FL 34606

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

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	36%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	B	B	B*	F

**Informational Baseline School Grade*

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

School Board Approval

This plan was approved by the Hernando County School Board on 1/9/2018.

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
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The Staff, Parents, and Teachers of Westside Elementary believe that all children are special; all children can learn. We will be successful due to our commitment to the school improvement process in meeting state and national educational goals.

b. Provide the school's vision statement.

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

2. School Environment

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

Westside Elementary offers many opportunities for developing school culture and building relationships. Many teachers use student surveys to learn about students' families, and their experiences in the school setting as well as their extracurricular activities. Teachers are implementing Whole Brain Teaching strategies to develop a relationship with their students of mutual respect. Our staff host many educational and extracurricular events to help ease the transition back to school as well as enhance the bond between our students, their families and our staff. We also provide various parent education opportunities for students and their families. Our Organizing to Lead committee worked with all stakeholders to develop "The Westside Way", our guiding principles for relationships and behaviors. Students are recognized on a monthly basis for exhibiting Westside Way Principles. The 5E Survey is utilized to gather stakeholder input from teachers, students and parents.

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

Westside ensures that students feel safe and respected by enlisting the appropriate number of staff to monitor students during all supervisory hours. Routines and procedures are thoroughly described in "child-friendly" terms and practiced regularly so that students know how to respond in the event of an emergency. Our focus is on creating a positive, engaging environment for all students regardless of their social status or ability level. Our administrative team visits classrooms frequently to build relationships by offering support and resources for students, as well as to encourage them to communicate concerns or needs. Our Fifth Grade students take an active role in maintaining a safe environment as members of our Safety Patrol. K-5 students participate in guidance lessons focused on 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.

Positive behaviors are rewarded and celebrated using Class Dojo in every class, integrating technology to monitor and report behaviors. Training was provided to teachers to explain the discipline procedures matrix, and our expected documentation. All teachers reviewed Level 1 and 2 infractions from the Student Code of Conduct the first two weeks of school with their students. The PBS

committee was formed to plan school-wide incentives as well as review data and identify the potential need for tier intervention. K-5 students participate in frequent guidance lessons.

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

Behavior Contracts and Check In Check Out are available for students who need additional support. Social skills and support groups will be formed as issues arise, and students requiring additional tiers of behavior support will be placed in a Tiger Club dedicated to instruction and practice in social skills and etiquette. Classroom visits, targeted lessons about the harmful effects of bullying and lessons to encourage the "PAWS"itive behaviors are offered to all students. Exemplary students are chosen to serve on the Safety Patrol and have the opportunity to demonstrate leadership skills and mentor students as a positive role model. Parents participate in problem solving meetings and provide input in the development of behavior interventions.

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.

Students who are on track to miss more than seven days in a grading period will be monitored by Data Entry and the Attendance Committee.

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

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

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

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

Students who receive one or more behavior referrals, leading to in school suspension, will be monitored by the PBIS Team and Administration. Behavior Interventions will be implemented by the classroom teacher and the Teacher on Administrative Assignment.

Students who receive one or more behavior referrals leading to out of school suspension will be monitored by Administration. Behavior interventions will be developed and implemented by the classroom teacher and Teacher on Administrative Assignment.

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	27	17	17	20	22	10	0	0	0	0	0	0	0	113
One or more suspensions	0	1	0	1	4	4	0	0	0	0	0	0	0	10
Course failure in ELA or Math	4	4	1	3	1	0	0	0	0	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	2	3	13	0	0	0	0	0	0	0	18

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	7	12	8	17	31	10	0	0	0	0	0	0	0	85

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

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

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

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

interventions and referrals to increased support. Small group support is provided to students during social skills groups delivered by the administrative teams and intensive behavior support is provided through structured behavior interventions and individual monitoring.

B. Family and Community Engagement

The school's response to this section may 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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/463568>.

2. Description

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

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

The staff contacts local community organizations and businesses to build relationships and partnerships year round. We have built partnerships with the Boys & Girls Club, Publix, Wal-Mart, Hernando County Library, Brain Freeze, Pizza Hut, Dunkin Donuts, Suncoast Braces, Big Bear Counseling and other local community members. These local businesses and community members attend our Title I Annual Meeting and other family events, as well as provide resources to parents during school events and supplies for students. Members of the community and local businesses are invited to become members of our School Advisory Committee. By attending events and providing resources and supplies for students and families, our local community and business partners are an integral part of the success of these events. They are able to provide support for our school in our areas of need for student achievement.

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Stratton, Kristina	Principal
Nolette, Cathy	Teacher, K-12
Mercer, Brenda	Other
Baeza , Cheryl	Teacher, K-12
Howard, Amy	Teacher, K-12
Urban, Donna	Teacher, K-12
Dibble, Julie	Teacher, K-12
Boysel, Adrienne	Teacher, K-12
Kublick, Dana	Assistant Principal
Deets, Tina	Instructional Media
Rothenberg, Linda	Teacher, K-12
Ferro, Christine	Teacher, ESE
Cooper, Jayna	Other
LaBarge, Carrie	Other

b. Duties

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

The school based leadership team meets biweekly to review school data and initiatives. The data includes common assessment data, formative assessment results and instructional implications from the Student Work Analysis, progress monitoring data, and individual student data: particularly students who are identified as in the bottom quartile. The leadership team also reviews lesson plans and identifies areas of concern with regards to standards based instruction and pacing guides. The leadership team's primary role is to support teachers in their classrooms and provide a strong focus on using student data to guide instructional planning.

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

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Kristina Stratton	Principal
Mr. Turnvall	Parent
Mrs. Mercer	Teacher
Mrs. Anger	Parent
Mr. Kelly	Business/Community
Mrs. Pepin	Teacher
Mr. Strmensky	Teacher
Dana Kublick	Principal
Jayna Cooper	Teacher
Mrs. Courchene	Parent
Carrie LaBarge	Teacher
Mrs. Cerbo	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

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 members will review the 2016-2017 School Improvement Plan and all school data to determine the areas where implementation of the SIP had impact. By disaggregating the data, we can align the initiatives of last year's plan to student achievement. We will discuss any noted "disconnects" and use this information to determine which initiatives to continue or discontinue.

b. Development of this school improvement plan

SAC members were asked to share input for this year's plan. Members brainstormed various ways for students to take ownership in their learning. At a SAC meeting, we will share information and gather SAC input to finalize the plan.

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

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

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

SAC funds were used for staff development opportunities (Science Conference Total amount =\$180). Funds were allotted to purchase copy paper (Total amount = \$307).

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
Breden, Amy	Teacher, K-12
Stratton, Kristina	Principal
Baeza , Cheryl	Teacher, K-12
Coddington, Valerie	Teacher, K-12
Hallberg, Kim	Teacher, K-12
Fields, Rebecca	Teacher, K-12
Deets, Tina	Instructional Media
Burke, Tracy	Teacher, K-12
Thibodeaux, Alyssa	Teacher, K-12
LaBarge, Carrie	Other
Kublick, Dana	Assistant Principal

b. Duties

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

The LLT will meet the second Thursday of every month. At each meeting LLT will review grade level data to determine areas of need. LLT will discuss upcoming parent activities/meetings after reviewing school wide data and create activities to be incorporated in these meetings that will assist parents as they work with their children. The team will encourage students in grade 3-5 to read all 15 Sunshine State books. K-2 teachers will use the "Book-It" program. The LLT will plan and provide on-going literacy nights for parent training as well as celebrations for students who achieve their personal reading goal which will be set in each classroom. The LLT will work closely with the Title I Facilitator and Instructional Media Teacher in analyzing Reading Counts data and creating incentives to increase student engagement and achievement in reading.

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.

Teachers participate in weekly team meetings and bi-weekly Student Work Analysis/Data Chats. The artifacts and reports from these meetings are available in the Training Room for review. Early Release Days offered by the District allow for professional development for all teachers and collaborative team planning. Substitute coverage is provided for PLCs that include professional development, data review, learning walks and collaborative planning for teachers.

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

Promoting a positive school culture that entices and retain educators is a priority. This is accomplished through professionalism, positive affirmation of current staff, and creative scheduling that alleviates

unnecessary duties and stress. The flow of communication is ongoing and cyclical, so that all staff members feel part of a team effort. Positive relationships with District leaders and the media will help draw quality teachers and staff members to our school.

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

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Westside is focused on planning lessons directly linked to the standards using Hernando County Model Classroom Best Practices and Curriculum Maps as a guide. Each grade level spends time aligning curriculum maps with materials to cover the standards and prepare students for rigorous assessments. Florida Standards are the foundation of all posted lesson plans and guide our data analysis. PLCs provide opportunities for leaders and district coaches to facilitate training on designing rigorous standards based lessons.

b. Instructional Strategies

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

In order to keep close tabs on our lowest quartile, homeroom teachers utilize Google Docs to create fluid documents to track data of students in the lowest quartile. Teachers use iReady instructional groups to monitor students progress. Teacher led groups are formed to differentiate Tier 1 instruction according to student performance on common and formative assessments. MTSS groups are created using baseline assessments, iReady, and formative and sumative assessments. Grade level teams meet weekly to design and create formative assessments and sort and analyze student work. The results of these assessments are posted and instructional implications are shared bi-weekly. Common Assessment Data is posted in grade level folders on Google Docs. Grade Level Team Leaders share results of team planning and assessment data at bi-weekly SBLT meetings to enlist the assistance of District Coaches, Resource teachers, and Administration. All of these team members work together to provide materials and professional development to modify and supplement instruction.

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

Strategy: Extended School Day

Minutes added to school year: 720

Title I Extended School Day will service the following targeted students: those in grades 3 who were retained from the 2016-2017 school year, students in grades 4-5 that are in the lowest quartile based on District assessments in Math and/ELA. These students will be invited to participate in an Extended Learning Opportunity. This will be an additional time after school over the course of an 8 week period, where students will receive instruction from highly qualified teachers. Students will have the opportunity to work with our i-Ready program and receive small group direct instruction.

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

LaBarge, Carrie, labarge_c@hcsb.k12.fl.us

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

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

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.

We work in close partnership with the Boy's and Girl's Club to transition our Pre-K students into the formal school setting. Vertical team planning ensures teachers are familiar with the expectations and curriculum benchmarks of prior and future grade levels. Guest speakers from a variety of middle schools prepare our exiting fifth graders for the responsibilities of secondary education, as well as a scheduled visit for an orientation at Fox Chapel Middle School.

b. College and Career Readiness

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

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

activities and hobbies that may lead to future careers. Westside will be a pilot school for My Career Shines. Students will learn about career paths through the My Career Shines Galaxy program.

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

We will offer CAPE digital certification to a group of 21 fourth graders and 10 fifth graders this year. Students will have the opportunity to earn certification in Multimedia Essentials. Students will learn about career paths through the My Career Shines Galaxy program.

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

We host the Hernando County After School STEAM program, which offers students opportunities for extracurricular activities. Students participate in Tiger Clubs to promote visual and performing arts, technological proficiency, critical thinking, life skills, and career readiness. Students will learn about career paths through the My Career Shines Galaxy program. Students will learn about career paths through the My Career Shines Galaxy program.

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Students will demonstrate the ability to evaluate content, analyze text, and provide evidence from multiple text sources.
- G2.** Teachers will collaboratively plan and deliver rigorous standards-based lessons, infused with technology, which will increase student engagement across all core academic areas.
- G3.** Students will take ownership in their learning and demonstrate perseverance when faced with adversity.

Strategic Goals Detail

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

G1. Students will demonstrate the ability to evaluate content, analyze text, and provide evidence from multiple text sources. 1a

G099127

Targets Supported 1b

Indicator	Annual Target
Writing Gains District Assessment	

Targeted Barriers to Achieving the Goal 3

- Building students' analytical reading and critical thinking skills.
- Students are not proficient with planning for purpose, focus and organization.
- Students lack opportunities to engage with multiple texts.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Supplemental instructional materials
- Time allocated in the schedule
- Core Connections graphic organizers and visual models to assist students
- Core Connections Professional Development

Plan to Monitor Progress Toward G1. 8

Ongoing monitoring of lesson plans, walkthrough data and student performance data will demonstrate how students synthesize information from multiple text sources across all subject areas.

Person Responsible

Kristina Stratton

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

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

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

G099128

Targets Supported 1b

Indicator	Annual Target
School Grade - Percentage of Points Earned	62.0

Targeted Barriers to Achieving the Goal 3

- Implementation of highly engaging technology infused lessons
- Planning and implementation of rigorous centers

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G2. 8

Ongoing monitoring of lesson plans, walkthrough data and student performance data will demonstrate how rigorous standards-based lessons, infused with technology increases student achievement.

Person Responsible

Kristina Stratton

Schedule

Daily, from 8/21/2017 to 5/25/2018

Evidence of Completion

Observation 360 reports Common assessment data iReady reports, Nearpod Reports Classroom Walkthrough data Monitoring purchased tablets and laptops

G3. Students will take ownership in their learning and demonstrate perseverance when faced with adversity. 1a

G099129

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Student	80.0

Targeted Barriers to Achieving the Goal 3

- Students lack the ability to establish clear, measurable academic goals.
- Students lack frequent opportunities to work collaboratively.
- Students lack leadership opportunities.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Student data tracking sheets
- Collaborative Team Planning
- Effective Collaborative Structures
- Student Led Conferences

Plan to Monitor Progress Toward G3. 8

Ongoing monitoring of walkthrough data and student performance data will demonstrate that when students take ownership in their learning, they will persevere.

Person Responsible

Kristina Stratton

Schedule

Monthly, from 10/23/2017 to 5/25/2018

Evidence of Completion

5E Student Survey results Student assessment data Student Data Displays Lesson Plans
Observation 360 reports

Action Plan for Improvement


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

Problem Solving Key

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

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

G1. Students will demonstrate the ability to evaluate content, analyze text, and provide evidence from multiple text sources. **1**

 **G099127**

G1.B1 Building students' analytical reading and critical thinking skills. **2**

 **B266873**

G1.B1.S1 Plan and deliver Professional Development targeting analytical reading and critical thinking skills **4**

 **S282783**

Strategy Rationale

School data reveals student deficiencies in these areas, indicating a need for teachers to include these components in their instruction with a focus on F.S. Cluster 3 Language Arts Standards.

Action Step 1 **5**

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

Person Responsible

Kristina Stratton

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Professional Development Plan, Grade Level Lesson Plans, Observation 360 reports, Formative Assessments

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

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

Person Responsible

Kristina Stratton

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Professional development calendar Agendas and Handouts Administrative walkthroughs
District walkthrough data

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

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

Person Responsible

Kristina Stratton

Schedule

Biweekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Observation 360 data Student Achievement data Exemplary work displays

G1.B2 Students are not proficient with planning for purpose, focus and organization. 2

B266874

G1.B2.S1 Core Connections graphic organizers and visual aids will be offered for students to use in planning. 4

S282784

Strategy Rationale

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

Action Step 1 5

District writing coaches will provide professional development.

Person Responsible

Kristina Stratton

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

PD Calendars Sign In Sheets

Action Step 2 5

Core Connections graphic organizers and visual aids will be posted for easy access in Google Docs.

Person Responsible

Tina Deets

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Documents in Google Docs Core Connections Posters Lesson Plans

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

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

Person Responsible

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Observation 360 reports Student work displays Lesson Plans

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

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

Person Responsible

Brenda Mercer

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Common assessment data Formative assessment data Writing Task scores

G1.B3 Students lack opportunities to engage with multiple texts. 2

 B266875

G1.B3.S1 Plan and deliver professional development on creating lesson plans focused on incorporating questions to assess Cluster 3 standards. 4

 S282785

Strategy Rationale

When teachers implement lessons focused on Cluster 3 standards, the students ability to synthesize information from multiple sources improves.

Action Step 1 5

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

Person Responsible

Kristina Stratton

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Professional Development Plan Grade level lesson plans

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

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

Person Responsible

Kristina Stratton

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Professional development calendar Agendas and Handouts Administrative walkthroughs
District walkthrough data

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

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

Person Responsible

Kristina Stratton

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Observation 360 data Student Achievement data Exemplary work displays

G1.B3.S2 Increase the opportunity for students to engage with multiple texts. 4

 S282786

Strategy Rationale

When students engage with multiple texts, capacity to synthesize information improves.

Action Step 1 5

Students will use iReady LAFS books to engage with multiple text sources.

Person Responsible

Kristina Stratton

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Lesson Plans Walkthrough data

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Lessons observed during walkthrough will reveal students engaging with multiple texts.

Person Responsible

Kristina Stratton

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Observation 360 reports Lesson plans Student work displays

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Students will meet and exceed proficiency goals on classroom and district writing tasks.

Person Responsible

Brenda Mercer

Schedule

Monthly, from 8/25/2017 to 5/25/2018

Evidence of Completion

Common assessment data Formative assessment data Writing task scores

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

 G099128

G2.B1 Implementation of highly engaging technology infused lessons 2

 B266876

G2.B1.S1 Provide Professional Development focused on the use of interactive Promethean boards and tablets. 4

 S282787

Strategy Rationale

Teachers will need to understand how to use available technology.

Action Step 1 5

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

Person Responsible

Kristina Stratton

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

PD Calendar Training agendas Sign in sheet Observation 360 Reports

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

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

Person Responsible

Kristina Stratton

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

PD calendar and Agendas Sign in sheets Meeting minutes

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

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

Person Responsible

Kristina Stratton

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Observation 360 reports District Walkthrough data

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

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

Person Responsible

Kristina Stratton

Schedule

Biweekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

iReady reports Common Assessment data

G2.B1.S2 Provide Professional Development on the use of iReady data to drive instruction. 4

 S282788

Strategy Rationale

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

Action Step 1 5

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

Person Responsible

Kristina Stratton

Schedule

Semiannually, from 8/21/2017 to 5/25/2018

Evidence of Completion

ERO Attendance Rosters

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

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

Person Responsible

Kristina Stratton

Schedule

Every 6 Weeks, from 8/21/2017 to 5/25/2018

Evidence of Completion

iReady reports MTSS rosters

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

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

Person Responsible

Kristina Stratton

Schedule

Biweekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

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

G2.B1.S3 Provide Professional Development on the use of Nearpod to increase student engagement and participation. 4

 S282789

Strategy Rationale

Nearpod allows teachers to edit or create highly engaging, interactive, standards-based lessons and activities that require live student response.

Action Step 1 5

Professional Development training on utilizing Nearpod to create interactive lessons for instructional staff.

Person Responsible

Kristina Stratton

Schedule

Every 2 Months, from 8/21/2017 to 5/25/2018

Evidence of Completion

ERO attendance rosters Training follow-up tasks

Plan to Monitor Fidelity of Implementation of G2.B1.S3 6

Leadership team will review and observe implementation during walkthroughs.

Person Responsible

Kristina Stratton

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

PD Calendar Agendas & Sign-in Sheets Administrative Walkthroughs

Plan to Monitor Effectiveness of Implementation of G2.B1.S3 7

Administration will review observation and student achievement data to ensure that students are engaged and demonstrating progress in standards-based lessons.

Person Responsible

Kristina Stratton

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Observation 360 reports Nearpod Data Reports Student Work Displays

G3. Students will take ownership in their learning and demonstrate perseverance when faced with adversity.

1

 G099129

G3.B1 Students lack the ability to establish clear, measurable academic goals. 2

 B266878

G3.B1.S1 Teachers will meet with students to review assessment data and assist in creating personalized academic goals. 4

 S282791

Strategy Rationale

When students take ownership of their learning and set goals, they are more likely to attain those goals.

Action Step 1 5

Administration and leadership team will meet with teachers to introduce the use of student data conference sheets and teachers will meet with students to review baseline data.

Person Responsible

Brenda Mercer

Schedule

On 11/17/2017

Evidence of Completion

Student data sheets

Action Step 2 5

Teachers will meet with students regularly to review progress monitoring data and progress towards goal.

Person Responsible

Kristina Stratton

Schedule

Monthly, from 11/27/2017 to 5/25/2018

Evidence of Completion

Student data sheets iReady data

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

Administration and the leadership team will meet with teachers to discuss and review student data conference sheets.

Person Responsible

Kristina Stratton

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Grade level data chat meeting agendas and sign in sheets student data displays

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

Completed student conference sheets and progress monitoring data displays will reveal students working toward meeting and exceeding established academic goals.

Person Responsible

Brenda Mercer

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

iReady Data State Assessment Data Student Conference Sheets

G3.B2 Students lack frequent opportunities to work collaboratively. 2

 B266879

G3.B2.S1 Teachers will effectively use collaborative structures and provide opportunities for student to collaborate in the classroom. 4

 S282792

Strategy Rationale

When students collaborate with their peers, they take ownership of their learning and are more engaged.

Action Step 1 5

Teachers will collaboratively plan to create lessons that include opportunities for students to collaborate using effective collaborative structures.

Person Responsible

Kristina Stratton

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Lesson plans Observation 360 reports

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Administration will review lesson plans for student collaborative activities and conduct classroom walkthroughs to monitor collaborative structures being utilized.

Person Responsible

Kristina Stratton

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Lesson Plans Observation 360 reports Student work displays

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Classroom walkthrough data will show an increase in student engagement and student work will show an increase in students' ability to think critically.

Person Responsible

Kristina Stratton

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Lesson plans Observation 360 reports Student work

G3.B3 Students lack leadership opportunities. 2

B266880

G3.B3.S1 Students will be provided leadership opportunities. 4

S282793

Strategy Rationale

When students develop leadership skills they become empowered with a positive sense of ownership in their school community.

Action Step 1 5

The Safety Patrol program will be revamped to include leadership positions and the group will meet monthly to set and review high expectations for the student leaders.

Person Responsible

Dana Kublick

Schedule

Monthly, from 8/21/2017 to 5/25/2018

Evidence of Completion

Safety Patrol contract Agenda from Safety Patrol pinning ceremony Monthly Safety Patrol meeting notes 5E Student Survey

Action Step 2 5

A student future leaders group will be established.

Person Responsible

Dana Kublick

Schedule

Monthly, from 11/1/2017 to 5/25/2018

Evidence of Completion

Flyer advertising group and recruiting members Monthly meeting agendas 5E Student Survey

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Administration will meet with student leadership group advisers to monitor the opportunities given to students.

Person Responsible

Dana Kublick

Schedule

Daily, from 8/21/2017 to 5/25/2018

Evidence of Completion

Master Calendar Request Forms Meeting agendas 5E Student Survey Results

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Administration will review the results of student safety on the 5E Student Survey.

Person Responsible

Dana Kublick

Schedule

Weekly, from 8/21/2017 to 5/25/2018

Evidence of Completion

5E Student Survey results

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G3.B1.S1.A1 A381552	Administration and leadership team will meet with teachers to introduce the use of student data...	Mercer, Brenda	10/24/2017	Student data sheets	11/17/2017 one-time
G1.MA1 M414627	Ongoing monitoring of lesson plans, walkthrough data and student performance data will demonstrate...	Stratton, Kristina	8/21/2017	Lesson Plans Writing Task scores Edline Gradebooks Observation 360 reports Posted Writing with FSA rubric SWAP	5/25/2018 monthly
G2.MA1 M414635	Ongoing monitoring of lesson plans, walkthrough data and student performance data will demonstrate...	Stratton, Kristina	8/21/2017	Observation 360 reports Common assessment data iReady reports, Nearpod Reports Classroom Walkthrough data Monitoring purchased tablets and laptops	5/25/2018 daily
G3.MA1 M414642	Ongoing monitoring of walkthrough data and student performance data will demonstrate that when...	Stratton, Kristina	10/23/2017	5E Student Survey results Student assessment data Student Data Displays Lesson Plans Observation 360 reports	5/25/2018 monthly
G1.B1.S1.MA1 M414619	Administration will review observation and student achievement data to ensure that students are...	Stratton, Kristina	8/21/2017	Observation 360 data Student Achievement data Exemplary work displays	5/25/2018 biweekly
G1.B1.S1.MA1 M414620	Leadership Team will review the documents used in Professional Development and observe...	Stratton, Kristina	8/21/2017	Professional development calendar Agendas and Handouts Administrative walkthroughs District walkthrough data	5/25/2018 weekly
G1.B1.S1.A1 A381544	Teachers will participate in professional development in planning lessons that incorporate...	Stratton, Kristina	8/21/2017	Professional Development Plan, Grade Level Lesson Plans, Observation 360 reports, Formative Assessments	5/25/2018 monthly
G1.B2.S1.MA1 M414621	Students will meet and exceed proficiency goals on classroom writing assessments and writing tasks.	Mercer, Brenda	8/21/2017	Common assessment data Formative assessment data Writing Task scores	5/25/2018 monthly
G1.B2.S1.MA1 M414622	Posted work evident and lessons observed during walkthroughs will reveal regular use of graphic...		8/21/2017	Observation 360 reports Student work displays Lesson Plans	5/25/2018 weekly
G1.B2.S1.A1 A381545	District writing coaches will provide professional development.	Stratton, Kristina	8/21/2017	PD Calendars Sign In Sheets	5/25/2018 monthly
G1.B2.S1.A2 A381546	Core Connections graphic organizers and visual aids will be posted for easy access in Google Docs.	Deets, Tina	8/21/2017	Documents in Google Docs Core Connections Posters Lesson Plans	5/25/2018 monthly
G1.B3.S1.MA1 M414623	Administration will review observation and student achievement data to ensure that students are...	Stratton, Kristina	8/21/2017	Observation 360 data Student Achievement data Exemplary work displays	5/25/2018 monthly
G1.B3.S1.MA1 M414624	Leadership Team will review the documents used in Professional Development and observe...	Stratton, Kristina	8/21/2017	Professional development calendar Agendas and Handouts Administrative walkthroughs District walkthrough data	5/25/2018 monthly
G1.B3.S1.A1 A381547	Teachers will participate in professional development in planning lessons that incorporate...	Stratton, Kristina	8/21/2017	Professional Development Plan Grade level lesson plans	5/25/2018 monthly
G2.B1.S1.MA1 M414628	Leadership team will review student achievement data to determine impact of rigorous, standards...	Stratton, Kristina	8/21/2017	iReady reports Common Assessment data	5/25/2018 biweekly
G2.B1.S1.MA1 M414629	Administration and Leadership team will ensure that all staff members attend professional...	Stratton, Kristina	8/21/2017	PD calendar and Agendas Sign in sheets Meeting minutes	5/25/2018 monthly
G2.B1.S1.MA3 M414630	Administrative and District walkthroughs will result in high ratings on indicators involving the...	Stratton, Kristina	8/21/2017	Observation 360 reports District Walkthrough data	5/25/2018 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.A1 A381549	Provide ongoing PD to ensure that teachers are familiar with all of the components of the...	Stratton, Kristina	8/21/2017	PD Calendar Training agendas Sign in sheet Observation 360 Reports	5/25/2018 monthly
G3.B1.S1.MA1 M414636	Completed student conference sheets and progress monitoring data displays will reveal students...	Mercer, Brenda	8/21/2017	iReady Data State Assessment Data Student Conference Sheets	5/25/2018 monthly
G3.B1.S1.MA1 M414637	Administration and the leadership team will meet with teachers to discuss and review student data...	Stratton, Kristina	8/21/2017	Grade level data chat meeting agendas and sign in sheets student data displays	5/25/2018 monthly
G3.B1.S1.A2 A381553	Teachers will meet with students regularly to review progress monitoring data and progress towards...	Stratton, Kristina	11/27/2017	Student data sheets iReady data	5/25/2018 monthly
G3.B2.S1.MA1 M414638	Classroom walkthrough data will show an increase in student engagement and student work will show...	Stratton, Kristina	8/21/2017	Lesson plans Observation 360 reports Student work	5/25/2018 weekly
G3.B2.S1.MA1 M414639	Administration will review lesson plans for student collaborative activities and conduct classroom...	Stratton, Kristina	8/21/2017	Lesson Plans Observation 360 reports Student work displays	5/25/2018 weekly
G3.B2.S1.A1 A381554	Teachers will collaboratively plan to create lessons that include opportunities for students to...	Stratton, Kristina	8/21/2017	Lesson plans Observation 360 reports	5/25/2018 weekly
G3.B3.S1.MA1 M414640	Administration will review the results of student safety on the 5E Student Survey.	Kublick, Dana	8/21/2017	5E Student Survey results	5/25/2018 weekly
G3.B3.S1.MA1 M414641	Administration will meet with student leadership group advisers to monitor the opportunities given...	Kublick, Dana	8/21/2017	Master Calendar Request Forms Meeting agendas 5E Student Survey Results	5/25/2018 daily
G3.B3.S1.A1 A381555	The Safety Patrol program will be revamped to include leadership positions and the group will meet...	Kublick, Dana	8/21/2017	Safety Patrol contract Agenda from Safety Patrol pinning ceremony Monthly Safety Patrol meeting notes 5E Student Survey	5/25/2018 monthly
G3.B3.S1.A2 A381556	A student future leaders group will be established.	Kublick, Dana	11/1/2017	Flyer advertising group and recruiting members Monthly meeting agendas 5E Student Survey	5/25/2018 monthly
G1.B3.S2.MA1 M414625	Students will meet and exceed proficiency goals on classroom and district writing tasks.	Mercer, Brenda	8/25/2017	Common assessment data Formative assessment data Writing task scores	5/25/2018 monthly
G1.B3.S2.MA1 M414626	Lessons observed during walkthrough will reveal students engaging with multiple texts.	Stratton, Kristina	8/21/2017	Observation 360 reports Lesson plans Student work displays	5/25/2018 monthly
G1.B3.S2.A1 A381548	Students will use iReady LAFS books to engage with multiple text sources.	Stratton, Kristina	8/21/2017	Lesson Plans Walkthrough data	5/25/2018 weekly
G2.B1.S2.MA1 M414631	Student achievement data will be reviewed to ensure it aligns with formative assessment data and...	Stratton, Kristina	8/21/2017	iReady Reports Edline Gradebooks WES Student Work Protocol SAM data FSA scores	5/25/2018 biweekly
G2.B1.S2.MA1 M414632	Leadership team and teachers will review the relationship between assessment data and student...	Stratton, Kristina	8/21/2017	iReady reports MTSS rosters	5/25/2018 every-6-weeks
G2.B1.S2.A1 A381550	All teachers will be trained on the use of the diagnostic and instructional components of iReady,...	Stratton, Kristina	8/21/2017	ERO Attendance Rosters	5/25/2018 semiannually
G2.B1.S3.MA1 M414633	Administration will review observation and student achievement data to ensure that students are...	Stratton, Kristina	8/21/2017	Observation 360 reports Nearpod Data Reports Student Work Displays	5/25/2018 monthly
G2.B1.S3.MA1 M414634	Leadership team will review and observe implementation during walkthroughs.	Stratton, Kristina	8/21/2017	PD Calendar Agendas & Sign-in Sheets Administrative Walkthroughs	5/25/2018 weekly
G2.B1.S3.A1 A381551	Professional Development training on utilizing Nearpod to create interactive lessons for...	Stratton, Kristina	8/21/2017	ERO attendance rosters Training follow-up tasks	5/25/2018 every-2-months

V. Professional Development Opportunities

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

G1. Students will demonstrate the ability to evaluate content, analyze text, and provide evidence from multiple text sources.

G1.B1 Building students' analytical reading and critical thinking skills.

G1.B1.S1 Plan and deliver Professional Development targeting analytical reading and critical thinking skills

PD Opportunity 1

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

Facilitator

Diane Welch Michelle Barnes Kristina Stratton

Participants

All Instructional Staff

Schedule

Monthly, from 8/21/2017 to 5/25/2018

G1.B2 Students are not proficient with planning for purpose, focus and organization.

G1.B2.S1 Core Connections graphic organizers and visual aids will be offered for students to use in planning.

PD Opportunity 1

District writing coaches will provide professional development.

Facilitator

Diane Welch and Michelle Barnes

Participants

Classroom, ESE and Resource Teachers

Schedule

Monthly, from 8/21/2017 to 5/25/2018

G1.B3 Students lack opportunities to engage with multiple texts.

G1.B3.S1 Plan and deliver professional development on creating lesson plans focused on incorporating questions to assess Cluster 3 standards.

PD Opportunity 1

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

Facilitator

Diane Welch Michelle Barnes Kristina Stratton

Participants

All Instructional Staff

Schedule

Monthly, from 8/21/2017 to 5/25/2018

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

G2.B1 Implementation of highly engaging technology infused lessons

G2.B1.S1 Provide Professional Development focused on the use of interactive Promethean boards and tablets.

PD Opportunity 1

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

Facilitator

Tina Deets Kristina Garofano

Participants

Grade level teachers Specials teachers Resource teachers ESE teachers

Schedule

Monthly, from 8/21/2017 to 5/25/2018

G2.B1.S2 Provide Professional Development on the use of iReady data to drive instruction.

PD Opportunity 1

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

Facilitator

iReady Trainer

Participants

Instructional Staff

Schedule

Semiannually, from 8/21/2017 to 5/25/2018

G2.B1.S3 Provide Professional Development on the use of Nearpod to increase student engagement and participation.

PD Opportunity 1

Professional Development training on utilizing Nearpod to create interactive lessons for instructional staff.

Facilitator

Tina Deets

Participants

Instructional Staff Resource Teachers

Schedule

Every 2 Months, from 8/21/2017 to 5/25/2018

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will participate in professional development in planning lessons that incorporate analytical reading and critical thinking activities.				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	140-Substitute Teachers	0161 - Westside Elementary School	Title, I Part A		\$7,000.00
2	G1.B2.S1.A1	District writing coaches will provide professional development.				\$7,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	140-Substitute Teachers	0161 - Westside Elementary School	Title, I Part A		\$7,000.00
3	G1.B2.S1.A2	Core Connections graphic organizers and visual aids will be posted for easy access in Google Docs.				\$0.00
4	G1.B3.S1.A1	Teachers will participate in professional development in planning lessons that incorporate analytical reading and critical thinking activities.				\$3,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	6400	120-Classroom Teachers	0161 - Westside Elementary School	Title, I Part A		\$3,500.00
5	G1.B3.S2.A1	Students will use iReady LAFS books to engage with multiple text sources.				\$3,271.14
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	5100	510-Supplies	0161 - Westside Elementary School	Title, I Part A		\$3,271.14
6	G2.B1.S1.A1	Provide ongoing PD to ensure that teachers are familiar with all of the components of the Promethean board, tablets, and technology to enhance instruction.				\$0.00
7	G2.B1.S2.A1	All teachers will be trained on the use of the diagnostic and instructional components of iReady, and use the data to guide instruction and systems of support.				\$0.00
8	G2.B1.S3.A1	Professional Development training on utilizing Nearpod to create interactive lessons for instructional staff.				\$0.00
9	G3.B1.S1.A1	Administration and leadership team will meet with teachers to introduce the use of student data conference sheets and teachers will meet with students to review baseline data.				\$0.00
10	G3.B1.S1.A2	Teachers will meet with students regularly to review progress monitoring data and progress towards goal.				\$0.00

11	G3.B2.S1.A1	Teachers will collaboratively plan to create lessons that include opportunities for students to collaborate using effective collaborative structures.	\$0.00
12	G3.B3.S1.A1	The Safety Patrol program will be revamped to include leadership positions and the group will meet monthly to set and review high expectations for the student leaders.	\$0.00
13	G3.B3.S1.A2	A student future leaders group will be established.	\$0.00
Total:			\$20,771.14