

Volusia County Schools

Westside Elementary School



2017-18 Schoolwide Improvement Plan

Westside Elementary School

1700 5TH ST, Daytona Beach, FL 32117

<http://myvolusiaschools.org/school/westside/pages/default.aspx>

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	96%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	79%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	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 Volusia 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
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Parents, staff, students, and community members will work together to provide quality educational programs that focus on the total development of the child.

b. Provide the school's vision statement.

Ensuring all students receive a superior 21st century education.

2. School Environment

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

Westside embraces the culture of it's students by hosting many events for faculty to welcome families into the "Westside Family". Learning about students' families allows teachers to gain insight into their lives, forming a personal connection between teachers, students and families. Events include the following examples and many more:

- Meet the Teacher Day: Families, students and teachers
- Lights on After school: Invite the neighborhood to participate in a Neighborhood Fall Festival
- Quarterly Walk to School: Students, teachers and family members walk together from the local retail store to the school.
- DUDES Day: Dads (Any Male Role Model) attend class with their student
- Million Father March
- Black History Performance
- Christmas Extravaganza Performance
- Literacy Night
- Holly Hill Christmas Parade
- Fall Festival: Students participate in a carnival provided by the school's PTA.

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

At Westside Elementary, we believe in providing Five Star Service for our students and family members. To provide a safe environment for students, all teachers have an observation post before and after school.

This includes all corners inside and outside of the school. We have a comprehensive plan where all on time students enter the school through the parent loop entrance and immediately go to receive their breakfast. This provides a one point entrance for all students and adults entering the school. Students enter the building where they are monitored by teachers until the 8:10 AM bell. Students arriving after this time are still routed to the breakfast line to receive breakfast and then supervised by patrols and administrative faculty and staff to classrooms.

During school, all exterior doors are locked except for the doors to the front office and the entrance in front of the media center. We believe this increases the safety of the school. This also allows visitors to be greeted by the front office staff. The gates are open in only one parking lot and students are aware of the safety procedures. Parents and visitors must come to the main office to check in and receive a visitors badge that they are to wear while on campus. A comprehensive security manual is kept in the main office which outlines all safety and security procedures that are in place at Westside

Elementary.

The focus of behavior management is to show compassion and caring during the day. Our goal is to keep students in the classroom not in the office, or at home. To do this, we will utilize various strategies to reduce the underlying issues that cause students to have behavioral difficulties. We also have Officer Debbie, a

Daytona Beach Police Officer, who spends time bonding with students by reading to them and spending time in classrooms. Our Positive Behavior Intervention System Team (PBIS), has developed a plan that has been implemented by the school as a whole. As a school, we have adopted the Class Dojo system which allows both faculty and staff to positively reinforce whole class choices. Classes earn points and are rewarded when specific goals are reached. This system also allows each teacher to track individual student behavior and communicate with parents. Based upon the teachers Class Dojo, students are able to receive individual prizes.

After school we provide specified duties for all teachers to ensure every student has supervision. Currently approximately 235 students attend one of our two after school programs. These students receive dinner. This helps to ensure that 1/3 of our school population receives 3 nutritious meals a day as well as a safe place to go after school hours. Each of these groups have a 1 to 12 ratio of teacher to student supervision and enrichment. Students are provided learning opportunities through project based learning activities, and team sports.

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.

A Positive Behavior Intervention Systems (PBIS) Team has been created. The team has created school wide goals, objectives, tracking, and reward procedures. Teachers are receiving on-going training by the PBIS Team. Teachers have also been trained by a district consultant in school-wide behavior initiatives with specific student expectations through CHAMP procedures. There is a peace corner, reflection area, and buddy classroom where students are given 5-10 minutes to reflect and communicate their feelings on paper. Once this time is up, students will return to class to discuss previous feelings and regain positive choices. Rules and expectations are consistently reviewed throughout the day as well as the year. The expectations are consistent across the grade levels.

Every class incorporates Caring School Community into their daily curriculum. This program fosters positive interactions through teaching how to communicate in an effective and kind manner. This program also addresses student behaviors/concerns without singling out individual students.

The School-wide behavioral system entails the following:

- Posters in all common areas.
- School-wide Rule
- C.H.A.M.P.S. Program: C=Conversation level, H=How to get help, A=Activity guidelines, M=Movement guidelines, P=Participation guidelines, S= Success if followed.
- School-wide Consequences

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.

The school has a full time guidance counselor. She teaches lessons on character education using the Second Step Program and personal safety to all grade levels. She also has a box by her office for students to write problems and concerns that need to be addressed. She meets with students individually who request extra individual intervention. She also completes class lessons on how to

implement social and emotional skills. Each teacher is assigned a buddy classroom for additional support.

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.

N/A

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	20	21	19	20	18	14	0	0	0	0	0	0	0	112
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	34	37	24	0	0	0	0	0	0	0	95
BL: Overage for Grade	0	0	0	6	22	18	0	0	0	0	0	0	0	46
Qtr1: Office Discipline Referrals (2+)	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr2: Office Discipline Referrals (2+)	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr3: Office Discipline Referrals (2+)	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr4: Office Discipline Referrals (2+)	0	0	0	0	0	0	0	0	0	0	0	0	0	
BL: Attendance below 90%	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr1: Attendance below 90%	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr2: Attendance below 90%	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr3: Attendance below 90%	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr4: Attendance below 90%	0	0	0	0	0	0	0	0	0	0	0	0	0	
BL: Year to date suspensions (1+)	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr1: Year to date suspensions (1+)	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr2: Year to date suspensions (1+)	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr3: Year to date suspensions (1+)	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr4: Year to date suspensions (1+)	0	0	0	0	0	0	0	0	0	0	0	0	0	
BL: number of prior retentions (1+)	0	0	0	6	22	18	0	0	0	0	0	0	0	46
Qtr1: number of prior retentions (1+)	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr2: number of prior retentions (1+)	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr3: number of prior retentions (1+)	0	0	0	0	0	0	0	0	0	0	0	0	0	
Qtr4: number of prior retentions (1+)	0	0	0	0	0	0	0	0	0	0	0	0	0	
BL: Lev 1 assessment ELA or Math	0	0	0	6	12	9	0	0	0	0	0	0	0	27

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	4	3	1	0	0	0	0	0	0	0	8

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

N/A

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/442308>.

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.

Westside Elementary has various local business partners, which are invited to all school events. Many of these businesses have helped sponsor special and memorable events for both the students and the school. To help ensure that the students at Westside achieve greatness; community members, staff members, and local owners are working together to raise funds and resources; which are cycled back into the school funds. This committee is also working diligently for grant opportunities to help increase academic and social growth within the structural facility.

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
Williams, Willie	Principal
Copelin, Anthony	Teacher, K-12
Schwab, Theresa	Instructional Coach
Shank, Aimee	Instructional Coach
Dhawan, Kymberli	Teacher, ESE
Glenn-Dixon, Tamla	Assistant Principal
Shank, Aaron	Instructional Technology

b. Duties

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

Westside Elementary's Leadership Team is comprised of the principal and assistant principal, subject area coaches, and the family/community involvement teacher on assignment.

Principal and Assistant Principal: Provide a common vision for the use of data-based decision-making by promoting the school's shared mission. Ensures that educators are implementing the district's Progress Monitoring Plan for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensure that the school's Problem Solving Team (PST) is accessed as needed. Ensures adequate professional development is scheduled for faculty. School Psychologists will provide/facilitate training on skill building and understanding of the components of PS/RtI. Support the school's team in the completion of resource mapping (academic and behavioral) with focus on standard protocol interventions in order to enhance implementation of PS/RtI. Communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving/RtI website (under Psychological Services) in order to address the purpose of PS/RtI in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PS/RtI at PST meetings.

Teacher on Assignment: Oversees discipline, referrals, and assists students in modifying school behavior

Completes duties as assigned by the principal. The TOA also serves as the director of Westside's Night Alive program and is the 21st Century Grant Coordinator.

Instructional Coach's: Develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

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 school's leadership Team functions as a natural extension of the school's Problem Solving Team (PST). The school's PST includes RtI as an explicit step of problem solving and addresses individual as well as class, grade-level and school-wide issues. The PST is embedded in the infrastructure of the school. Core members of the PST are the principal, principal intern, academic coaches, school psychologist, speech/language clinician, school counselor, school social worker. In addition, since parent collaboration is essential for the success of PS/RtI implementation, parent input will be actively sought to enhance student outcomes. The school's leadership team will focus PS/RtI meetings around two PLC essential questions: 1) "How will we respond when they don't learn?" and 2) "How will we respond when they already know it?" The team meets regularly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and the classroom level to identify student who are either meeting/exceeding expectations or those who are at risk for not meeting benchmarks. For those students who are at risk, tiered level supports are in place to address the deficits and to ensure grade-level proficiency as appropriate. For those students who are exceeding expectations, enrichment activities are in place to ensure acceleration of learning.

Title I Part A

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation. Programs supported by Title I at Westside Elementary include:

- Instructional Coach for the purpose of comprehensive staff development
- Family Center Office Specialist who helps to facilitate our extensive parent involvement program
- Language Arts Specialist and Reading Intervention Teacher to provide interventions for students in need via a push-in model and small group intensive interventions.
- Supplemental Tutoring after school
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for on-going staff development as determined by the results of FCAT data and teacher survey
- Teacher as Tutor to provide interventions for students in need via a push-in model and small group intensive interventions.
- Parent to Kid – teachers meet with parents and children six evenings to provide strategies and techniques to assist parents in working with children academically.

Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

- Academic Assistance through credit accrual/recovery, tutoring, and summer school
- Translation Services for parent/teacher conferences
- Parental support through parent/kid activity nights and workshops on school success
- Migrant Parent Advisory Council (MPAC)
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs

Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichment that ensure the appropriate pathway toward graduation.

Title X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

Violence Prevention Programs

Westside Elementary offers the following non-violence and anti-drug programs:

- Student mentoring program
- Crisis training program
- Suicide prevention program
- Bullying program
- Be a Buddy program
- Red Ribbon Week
- No Name Calling Week
- Second Step Character Education
- Safety Patrol

Nutrition Programs

Westside Elementary offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Free dinner for after school student (240)
- Free breakfast for all students
- Fresh Fruits and Vegetables Program - State Grant
- Wellness Policy School Plan
- Nutrition and Wellness classes
- Walking School Bus – grant funded

Housing Programs

N/A

Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.

- Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
- Coordinating the services being provided by Head Start with services in elementary schools.
- Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.
- Westside Kindergarten teachers host a county-wide articulation with Head Start teachers in the Spring to facilitate a seamless transition of Head Start students into the kindergarten program.

Adult Education

Through the 21st CCLC grant, Westside Elementary provides assistance to adults after school hours in a computer lab to gain technology skills. Assistance is given in tutorials to ascertain a high school diploma through the GED program.

Career and Technical Education

Westside students explore career awareness on websites; i.e. Bureau of Labor Statistics.

Job Training

Westside Elementary offers students' career awareness opportunities through Jr. Achievement programs (JA in a Day), and field trips to business and industry locations.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Willie Williams	Principal
Tamla Glenn-Dixon	Principal
Eboniya Newman	Teacher
Tamika Harvard	Teacher
Geneva Oakes	Education Support Employee
Michael Tairu	Business/Community

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

After reviewing our school data from the 2016-2017 SIP, the committee has decided to continue our efforts in achieving the same goals in the 2017-2018 school year. We made progress toward our goals and feel we are on a track to achieve them.

b. Development of this school improvement plan

SAC will provide input for the organizing of our School Improvement Plan. SAC will be monitoring the School Improvement Plan, making key decisions on the direction of the school curriculum, and will vote on ways to support these efforts financially. SAC members will also become knowledgeable on important education issues so the members may be advocates for Westside Elementary and Volusia County.

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

SAC meets monthly to discuss and vote on the school's budget items. The committee makes plans for necessary school-based materials, programs, and other resources needed to improve academic growth and success for teachers, students, and other stakeholders.

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

SAC will consider requests for funds which support the school's goals of Social Emotional Learning and Instructional Shifts. The committee will allocate funds to help our teachers with budget requests to be submitted for all SAC members to vote on.

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
Schwab, Theresa	Instructional Coach
Shank, Aimee	Teacher, K-12
Dhawan, Kymberli	Teacher, ESE
Copelin, Anthony	Teacher, K-12
Williams, Willie	Principal
Glenn-Dixon, Tamla	Assistant Principal

b. Duties

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

The major initiatives will ensure that the focus, goals, and initiatives of the LLT are developed based on student and teacher data which are aligned with the Reading SIP goals. The principal will support the role of the Literacy Leadership Team in the development of reading related goals and objectives for the School Improvement Plan, the school professional developments, Professional Learning Communities, initiatives throughout the school, collaborative problem solving, and the Response to Intervention.

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.

The school schedule includes time for team teaching as well as dedicated time every week to participate in professional learning communities for each grade level. Teachers also have weekly grade level

meetings to discuss students growth and specific grade curriculum. There will be dedicated meeting times for vertical planning and communication of needs from one grade to the next.

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

New Teacher Programs (Individualized professional development, mentors, peer classroom visits/ observations, and buddy teachers. We have an academic coach that works closely with new teachers. We will offer leadership opportunities and celebrate/teacher recognition. We offer professional learning community activities as well as professional development and book studies. To maintain highly qualified teachers, we have partnered with Bethune-Cookman University's School of Education through Professional Development Schools (PDS). Being a Plus One school allows our students to receive an extra hour of reading instruction daily.

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

The purpose of the Westside Elementary Mentor Program is to provide new teachers with support, guidance, encouragement, and direction as they develop a professional vision into the culture of Team Volusia. Experienced Mentors have a great deal of knowledge, talent and skills to share with their new teachers. The goals of the program are to assist new teachers in adjusting to their new workplace. All teachers are paired with a Westside academic coach to provide emotional assistance, support, and guidance regarding professional culture within the District and the local school. These academic coaches also help resolve any instructional and professional issues that may occur.

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.

The district provides curriculum maps, guides, and calendars for teachers to use to determine which resources are the most appropriate to ensure the most effective delivery of instruction. Administration requires formal lesson plans addressing the Florida Standards and Common Core as outlined by the state and district curriculum maps. Walk through's are done on a daily bases to make sure lessons are implemented into the classrooms according to standards.

b. Instructional Strategies

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

Data is used to drive school-wide interventions. Programs such as Acaletics, LLI, Waterford, and SIPPS are used at Westside based on student and school data. Aside from that, Westside is a Plus 1 school that has an additional hour of instruction that is used specifically for literacy, based on individual student needs. The school has a daily "Walk to Intervention" hour. This hour consists of ad-hoc groups of students that have been put together from data collected. These groups are then put with a support teacher that focuses on the skills that need to be addressed. The students report to their intervention class to receive literacy instruction at their targeted level. Westside also has an after

school program, Westside's Night Alive, that utilizes the problem-based lessons incorporating reading, math, and science with a hands-on approach.

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: 32,400

Mind Works is a thematic based, hands on program that offers four lessons in each of the following areas; math, science, reading, writing, art, and social studies. Each of the four lessons is preceded with a pretest and followed up with a post test. A particularly effective learning model, which is integrated daily into the Mind Works Resources Curriculum, is group learning projects. These projects are driven by engaging, real-world inquiry- and design-based questions and problems. This design is illustrated through the project learning bicycle below. In the illustration, the handle bars represent driving the project forward and the frame represents both the student and teacher cooperating to create a meaningful project.

Strategy Rationale

N/A

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Copelin, Anthony, amcopeli@volusia.k12.fl.us

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

Data is collected and analyzed by the after school program director. Test scores, report card grades, FCAT scores, and quarterly district assessments are all entered on to a spread sheet and then analyzed to see if objectives are being met.

Strategy: Extended School Day

Minutes added to school year: 10,800

The Plus one hour is used specifically to teach literacy skills in a small group setting. Students school wide are using LLI, Making Meaning, or SIPPS literacy instruction to learn literacy instruction at their level. Teachers school wide are utilized to teach during this block of time ensuring smaller class sizes.

Strategy Rationale

By providing students a small group instruction, and through the use of multiple programs

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Schwab, Theresa, tlschwa1@volusia.k12.fl.us

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

District reading assessments (VLT), State Assessment scores, and individual program data from the making meaning, LLI, and SIPPS programs.

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.

For our Pre-K children at Westside Elementary, preschool is their first experience in a structured setting with teachers and groups of children. It's an opportunity to learn to share, follow instructions and begin the foundation for learning that will occur in elementary school. Kindergarten is yesterday's first grade. With more academics being presented in kindergarten, children must learn the pre-academic foundations for formal reading before they enter kindergarten. Pre-k, children become familiar with books, new words and ways to use language, numbers, and problem-solving strategies. They also learn the social skills they need to get the most out of school and how to pay attention in class and interact with peers.

Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
- Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
- Coordinating the services being provided by Head Start with services in elementary schools.
- Providing to the Head Start agency local public school policies, kindergarten registration and other

relevant information to ease the transition of children and families from Head Start.

- Westside Kindergarten teachers host a county-wide articulation with Head Start teachers in the Spring to facilitate a seamless transition of Head Start students into the kindergarten program.

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.

N/A

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.

N/A

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.

N/A

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Westside Elementary School implements a schoolwide system for Social Emotional Learning, the Early Warning Risk Factors will decrease and positive behaviors will increase.
- G2.** If Westside Elementary School implements standards aligned instruction based on the instructional shifts, then student achievement will increase.

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 Westside Elementary School implements a schoolwide system for Social Emotional Learning, the Early Warning Risk Factors will decrease and positive behaviors will increase. 1a

G099203

Targets Supported 1b

Indicator	Annual Target
2+ Behavior Referrals	15.0
Students exhibiting two or more EWS indicators (Total)	6.0

Targeted Barriers to Achieving the Goal 3

- Lack of Knowledge

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBIS - Positive Behavior Intervention Systems
- Caring School Community
- Second Step for Tier I, II, III students
- Making Meaning
- Guidance
- Classroom Community
- Teacher Mentors
- Coaches

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meeting

Person Responsible

Willie Williams

Schedule

On 10/27/2017

Evidence of Completion

SIP Progress Monitoring Meeting Minutes and Sign-In Sheet

Plan to Monitor Progress Toward G1. 8

SIP Midyear Review

Person Responsible

Willie Williams

Schedule

On 2/14/2018

Evidence of Completion

Midyear Review in CIMS

Plan to Monitor Progress Toward G1. 8

State Assessment Results

Person Responsible

Willie Williams

Schedule

Annually, from 5/28/2018 to 6/28/2018

Evidence of Completion

Step Zero for 2018-2019

G2. If Westside Elementary School implements standards aligned instruction based on the instructional shifts, then student achievement will increase. 1a

G099204

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	42.0
ELA/Reading Gains	70.0
ELA/Reading Lowest 25% Gains	50.0
FSA Mathematics Achievement	60.0
Math Gains	70.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- Lack of Knowledge and Implementation on the Instructional Standards

Resources Available to Help Reduce or Eliminate the Barriers 2

- Curriculum/District Specialists
- Curriculum Maps/Modules
- Achieve the Core (Coherence Maps, IPGs)
- CPALMS
- Instructional Coaches
- Cadre Members/Teacher Leader
- Professional Learning
- Digital Learning Teacher Leader
- Title One Funds

Plan to Monitor Progress Toward G2. 8

SIP Progress Monitoring Meeting

Person Responsible

Willie Williams

Schedule

On 10/31/2017

Evidence of Completion

SIP Progress Monitoring Meeting Minutes and Sign-In Sheet

Plan to Monitor Progress Toward G2. 8

SIP Mid-Year Review

Person Responsible

Willie Williams

Schedule

On 2/14/2018

Evidence of Completion

Midyear review in CIMS

Plan to Monitor Progress Toward G2. 8

State Assessment Results

Person Responsible

Willie Williams

Schedule

Annually, from 5/25/2018 to 7/11/2018

Evidence of Completion

Step Zero for 2018-2019 SIP

Plan to Monitor Progress Toward G2. 8

State Assessment Results

Person Responsible

Willie Williams

Schedule

Annually, from 5/25/2017 to 5/25/2017

Evidence of Completion

Step Zero for 2017 - 2018

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

 = Problem Solving Step  S123456 = Quick Key

G1. If Westside Elementary School implements a schoolwide system for Social Emotional Learning, the Early Warning Risk Factors will decrease and positive behaviors will increase. 1

 G099203

G1.B1 Lack of Knowledge 2

 B267101

G1.B1.S1 Provide Training for Social Emotional Learning 4

 S282982

Strategy Rationale

Increase percentage of teachers correctly implementing Social Emotional Learning within the classroom and throughout the school.

Action Step 1 5

Provide professional learning on Positive Behavioral Interventions and Supports (PBIS) – Foundational and Supporting Information

Person Responsible

Shirley Anderson

Schedule

Monthly, from 8/8/2017 to 5/23/2018

Evidence of Completion

PL Sign In Sheet

Action Step 2 5

Provide professional learning on Positive Behavioral Interventions and Supports (PBIS) – Self-Assessment and Action Planning

Person Responsible

Shirley Anderson

Schedule

Monthly, from 8/8/2017 to 5/23/2018

Evidence of Completion

PL Sign in Sheet

Action Step 3 5

Implement the knowledge and skills learned during each Professional Learning session

Person Responsible

Willie Williams

Schedule

Daily, from 8/28/2017 to 5/23/2018

Evidence of Completion

Progress Monitoring

Action Step 4 5

Monitor and provide feedback and coaching as needed for each Professional Learning

Person Responsible

Willie Williams

Schedule

Daily, from 8/28/2017 to 5/23/2018

Evidence of Completion

NTC Data

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

Communicate with professional learning facilitators to determine status of the professional learning plans

Person Responsible

Willie Williams

Schedule

Monthly, from 8/8/2017 to 5/30/2018

Evidence of Completion

Leadership Meeting Minutes

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

Follow up support to ensure implementation of the PBIS

Person Responsible

Willie Williams

Schedule

Daily, from 8/28/2017 to 5/23/2018

Evidence of Completion

Data Walks, Classroom Assistance Tools, Graphs, Observational Notes

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

Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze collected data at monthly SLT meetings

Person Responsible

Willie Williams


Schedule

Monthly, from 8/8/2017 to 5/23/2018

Evidence of Completion

Leadership Meeting Minutes, Observational Notes

G1.B1.S2 Provide schoolwide supports for students, faculty and staff related to Social Emotional Learning **4**

 S282983

Strategy Rationale

Increase percentage of faculty and staff effectively and consistently utilizing Social Emotional Learning and positive behavior strategies allowing more time to be spent on teaching and learning.

Action Step 1 **5**

Professional learning: curriculum focused on social emotional learning (Second-Step/Caring School Community)

Person Responsible

Willie Williams

Schedule

On 10/13/2017

Evidence of Completion

PL Sign In Sheet

Action Step 2 **5**

Implementation of curriculum focused on social emotional learning (Second-Step/Caring School Community)

Person Responsible

Willie Williams

Schedule

Monthly, from 8/21/2017 to 5/23/2018

Evidence of Completion

Walk Through/ Student Work Samples

Action Step 3 5

Monitor and provide feedback and coaching as needed for Social Emotional Learning

Person Responsible

Kymberli Dhawan

Schedule

Monthly, from 8/21/2017 to 5/23/2018

Evidence of Completion

Data Collection Results

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

Provide follow up support by the Collaborative Classroom Consultant and academic coaches to ensure the implementation of the Social Emotional Learning

Person Responsible

Willie Williams

Schedule

Monthly, from 8/21/2017 to 5/23/2018

Evidence of Completion

Walk Through Data and feedback

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

Determine status toward completing action steps #1-3 during SLT Meetings

Person Responsible

Willie Williams

Schedule

Monthly, from 8/8/2017 to 5/30/2018

Evidence of Completion

Leadership Meeting Minutes

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

Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze collected data at monthly Leadership meetings.

Person Responsible

Willie Williams

Schedule

Monthly, from 8/8/2017 to 5/30/2018

Evidence of Completion

Leadership Meeting Minutes

G2. If Westside Elementary School implements standards aligned instruction based on the instructional shifts, then student achievement will increase. 1

 G099204

G2.B1 Lack of Knowledge and Implementation on the Instructional Standards 2

 B267105

G2.B1.S1 Develop knowledge and skills of the instructional shifts in ELA and Math implementation of best practices. 4

 S282984

Strategy Rationale

Increase % of teachers effectively implementing the instructional standards, aligned instruction and best practices.

Action Step 1 5

Attend PL Trainings based on Standards Aligned Instruction

Person Responsible

Willie Williams

Schedule

On 4/4/2018

Evidence of Completion

MyPGS

Action Step 2 5

Provide additional support for collaboration and planning during PLCs.

Person Responsible

Theresa Schwab

Schedule

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

Evidence of Completion

PLC minutes

Action Step 3 5

Implement the knowledge and skills learned during each professional learning session

Person Responsible

Aimee Shank

Schedule

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

Evidence of Completion

Data collected during Learning Walks

Action Step 4 5

Monitor and provide feedback and coaching, as needed, after each professional learning session

Person Responsible

Theresa Schwab

Schedule

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

Evidence of Completion

Data collection results

Action Step 5 5

Track student learning utilizing data walls

Person Responsible

Kymberli Dhawan

Schedule

Every 2 Months, from 8/1/2017 to 6/1/2018

Evidence of Completion

Data tracking cards

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

Monitoring- Walk throughs

Person Responsible

Willie Williams

Schedule

Monthly, from 9/29/2017 to 4/30/2018

Evidence of Completion

Data using the walk thru rubric

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

Assessments and data tracking during PLC meetings

Person Responsible

Kymberli Dhawan

Schedule

Weekly, from 8/15/2017 to 5/30/2018

Evidence of Completion

PLC minutes and data wall

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

Review Regional ERPL Attendance

Person Responsible

Kymberli Dhawan

Schedule

Monthly, from 8/1/2017 to 4/4/2018

Evidence of Completion

ERPL Sign in sheets

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

Coach provide follow up support to ensure implementation of the standards.

Person Responsible

Willie Williams

Schedule

Daily, from 9/20/2017 to 5/25/2018

Evidence of Completion

NTC Data

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

Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze collected data at monthly Leadership meetings.

Person Responsible

Willie Williams

Schedule

Monthly, from 8/21/2017 to 5/30/2018

Evidence of Completion

Leadership Minutes, Walk through data, VxT data

G2.B1.S2 Develop highly effective PLCs to improve knowledge and implementation of the standards. 4

 S282985

Strategy Rationale

Increase % of teachers effectively implementing the instructional standards, aligned instruction and best practices.

Action Step 1 5

Provide professional learning on district PLC Rubric and use rubric to assess needs.

Person Responsible

Aimee Shank

Schedule

On 9/29/2017

Evidence of Completion

Pre-planning PL Sign in sheet and completed PLC Rubric self assessment

Action Step 2 5

Provide professional learning on developing successful PLC's.

Person Responsible

Aimee Shank

Schedule

On 9/29/2017

Evidence of Completion

PLC minutes

Action Step 3 5

Observe PLC Teams in action and provide immediate feedback using the PLC rubric at the end of the meeting. PLC Mini-Teach topics will be determined throughout the process based on data and presented during school based PL.

Person Responsible

Willie Williams

Schedule

Monthly, from 8/28/2017 to 5/30/2018

Evidence of Completion

PLC rubric data

Action Step 4 5

Provide PLC Mini-Teach Topics during school faculty meetings determined by Action Step 3

Person Responsible

Theresa Schwab

Schedule

Quarterly, from 12/4/2017 to 5/30/2018

Evidence of Completion

Sign-In Sheet

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

Determine status towards completing action steps 1-5 during monthly Leadership

Person Responsible

Willie Williams

Schedule

Weekly, from 8/15/2017 to 5/30/2018

Evidence of Completion

Leadership Minutes

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

Develop Mini-Teach PL based on collected PLC data and observations.

Person Responsible

Willie Williams

Schedule

Monthly, from 9/18/2017 to 5/30/2018

Evidence of Completion

Leadership Minutes

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

Discuss the effectiveness of PLC and analyze collected data using the PLC rubric.

Person Responsible

Willie Williams

Schedule

Monthly, from 8/15/2017 to 5/30/2018


















Evidence of Completion

PLC rubric data and Leadership Minutes

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					
G2.MA4 M415124	State Assessment Results	Williams, Willie	5/25/2017	Step Zero for 2017 - 2018	5/25/2017 annually
G2.B1.S2.A1 A381852	Provide professional learning on district PLC Rubric and use rubric to assess needs.	Shank, Aimee	8/15/2017	Pre-planning PL Sign in sheet and completed PLC Rubric self assessment	9/29/2017 one-time
G2.B1.S2.A2 A381853	Provide professional learning on developing successful PLC's.	Shank, Aimee	8/15/2017	PLC minutes	9/29/2017 one-time
G1.B1.S2.A1 A381844	Professional learning: curriculum focused on social emotional learning (Second-Step/Caring School...	Williams, Willie	8/8/2017	PL Sign In Sheet	10/13/2017 one-time
G1.MA1 M415108	SIP Progress Monitoring Meeting	Williams, Willie	10/27/2017	SIP Progress Monitoring Meeting Minutes and Sign-In Sheet	10/27/2017 one-time
G2.MA1 M415121	SIP Progress Monitoring Meeting	Williams, Willie	10/31/2017	SIP Progress Monitoring Meeting Minutes and Sign-In Sheet	10/31/2017 one-time
G1.MA2 M415109	SIP Midyear Review	Williams, Willie	2/14/2018	Midyear Review in CIMS	2/14/2018 one-time
G2.MA2 M415122	SIP Mid-Year Review	Williams, Willie	2/14/2018	Midyear review in CIMS	2/14/2018 one-time
G2.B1.S1.MA4 M415114	Review Regional ERPL Attendance	Dhawan, Kymberli	8/1/2017	ERPL Sign in sheets	4/4/2018 monthly
G2.B1.S1.A1 A381847	Attend PL Trainings based on Standards Aligned Instruction	Williams, Willie	8/1/2017	MyPGS	4/4/2018 one-time
G2.B1.S1.MA1 M415112	Monitoring- Walk throughs	Williams, Willie	9/29/2017	Data using the walk thru rubric	4/30/2018 monthly
G1.B1.S1.MA1 M415102	Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze...	Williams, Willie	8/8/2017	Leadership Meeting Minutes, Observational Notes	5/23/2018 monthly
G1.B1.S1.MA2 M415104	Follow up support to ensure implementation of the PBIS	Williams, Willie	8/28/2017	Data Walks, Classroom Assistance Tools, Graphs, Observational Notes	5/23/2018 daily
G1.B1.S1.A1 A381840	Provide professional learning on Positive Behavioral Interventions and Supports (PBIS) –...	Anderson, Shirley	8/8/2017	PL Sign In Sheet	5/23/2018 monthly
G1.B1.S1.A2 A381841	Provide professional learning on Positive Behavioral Interventions and Supports (PBIS) –...	Anderson, Shirley	8/8/2017	PL Sign in Sheet	5/23/2018 monthly
G1.B1.S1.A3 A381842	Implement the knowledge and skills learned during each Professional Learning session	Williams, Willie	8/28/2017	Progress Monitoring	5/23/2018 daily
G1.B1.S1.A4 A381843	Monitor and provide feedback and coaching as needed for each Professional Learning	Williams, Willie	8/28/2017	NTC Data	5/23/2018 daily
G1.B1.S2.MA1 M415106	Provide follow up support by the Collaborative Classroom Consultant and academic coaches to ensure...	Williams, Willie	8/21/2017	Walk Through Data and feedback	5/23/2018 monthly
G1.B1.S2.A2 A381845	Implementation of curriculum focused on social emotional learning (Second-Step/Caring School...	Williams, Willie	8/21/2017	Walk Through/ Student Work Samples	5/23/2018 monthly
G1.B1.S2.A3 A381846	Monitor and provide feedback and coaching as needed for Social Emotional Learning	Dhawan, Kymberli	8/21/2017	Data Collection Results	5/23/2018 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B1.S1.MA5  M415115	Coach provide follow up support to ensure implementation of the standards.	Williams, Willie	9/20/2017	NTC Data	5/25/2018 daily
G1.B1.S1.MA1  M415103	Communicate with professional learning facilitators to determine status of the professional...	Williams, Willie	8/8/2017	Leadership Meeting Minutes	5/30/2018 monthly
G2.B1.S1.MA1  M415111	Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze...	Williams, Willie	8/21/2017	Leadership Minutes, Walk through data, VxT data	5/30/2018 monthly
G2.B1.S1.MA2  M415113	Assessments and data tracking during PLC meetings	Dhawan, Kymberli	8/15/2017	PLC minutes and data wall	5/30/2018 weekly
G1.B1.S2.MA1  M415105	Discuss the effectiveness of creating and implementing the Professional Learning Plan and analyze...	Williams, Willie	8/8/2017	Leadership Meeting Minutes	5/30/2018 monthly
G1.B1.S2.MA2  M415107	Determine status toward completing action steps #1-3 during SLT Meetings	Williams, Willie	8/8/2017	Leadership Meeting Minutes	5/30/2018 monthly
G2.B1.S2.MA1  M415116	Discuss the effectiveness of PLC and analyze collected data using the PLC rubric.	Williams, Willie	8/15/2017	PLC rubric data and Leadership Minutes	5/30/2018 monthly
G2.B1.S2.MA1  M415117	Determine status towards completing action steps 1-5 during monthly Leadership	Williams, Willie	8/15/2017	Leadership Minutes	5/30/2018 weekly
G2.B1.S2.MA2  M415118	Develop Mini-Teach PL based on collected PLC data and observations.	Williams, Willie	9/18/2017	Leadership Minutes	5/30/2018 monthly
G2.B1.S2.A3  A381854	Observe PLC Teams in action and provide immediate feedback using the PLC rubric at the end of the...	Williams, Willie	8/28/2017	PLC rubric data	5/30/2018 monthly
G2.B1.S2.A4  A381855	Provide PLC Mini-Teach Topics during school faculty meetings determined by Action Step 3	Schwab, Theresa	12/4/2017	Sign-In Sheet	5/30/2018 quarterly
G2.B1.S1.A2  A381848	Provide additional support for collaboration and planning during PLCs.	Schwab, Theresa	8/1/2017	PLC minutes	6/1/2018 quarterly
G2.B1.S1.A3  A381849	Implement the knowledge and skills learned during each professional learning session	Shank, Aimee	8/1/2017	Data collected during Learning Walks	6/1/2018 quarterly
G2.B1.S1.A4  A381850	Monitor and provide feedback and coaching, as needed, after each professional learning session	Schwab, Theresa	8/1/2017	Data collection results	6/1/2018 quarterly
G2.B1.S1.A5  A381851	Track student learning utilizing data walls	Dhawan, Kymberli	8/1/2017	Data tracking cards	6/1/2018 every-2-months
G1.MA3  M415110	State Assessment Results	Williams, Willie	5/28/2018	Step Zero for 2018-2019	6/28/2018 annually
G2.MA3  M415123	State Assessment Results	Williams, Willie	5/25/2018	Step Zero for 2018-2019 SIP	7/11/2018 annually

V. Professional Development Opportunities

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

G1. If Westside Elementary School implements a schoolwide system for Social Emotional Learning, the Early Warning Risk Factors will decrease and positive behaviors will increase.

G1.B1 Lack of Knowledge

G1.B1.S1 Provide Training for Social Emotional Learning

PD Opportunity 1

Provide professional learning on Positive Behavioral Interventions and Supports (PBIS) – Foundational and Supporting Information

Facilitator

PBIS Team

Participants

Faculty

Schedule

Monthly, from 8/8/2017 to 5/23/2018

PD Opportunity 2

Provide professional learning on Positive Behavioral Interventions and Supports (PBIS) – Self-Assessment and Action Planning

Facilitator

PBIS Team

Participants

Faculty

Schedule

Monthly, from 8/8/2017 to 5/23/2018

G1.B1.S2 Provide schoolwide supports for students, faculty and staff related to Social Emotional Learning

PD Opportunity 1

Professional learning: curriculum focused on social emotional learning (Second-Step/Caring School Community)

Facilitator

Caring Classroom Community Program Representative

Participants

Faculty

Schedule

On 10/13/2017

G2. If Westside Elementary School implements standards aligned instruction based on the instructional shifts, then student achievement will increase.

G2.B1 Lack of Knowledge and Implementation on the Instructional Standards

G2.B1.S1 Develop knowledge and skills of the instructional shifts in ELA and Math implementation of best practices.

PD Opportunity 1

Attend PL Trainings based on Standards Aligned Instruction

Facilitator

Terry Schwab , Aimee Shank, Kym Dhawan, Fabiola Bouquette

Participants

faculty

Schedule

On 4/4/2018

PD Opportunity 2

Provide additional support for collaboration and planning during PLCs.

Facilitator

Theresa Schwab, Aimee Shank, Kym Dhawan, Fabiola Bouquette

Participants

Faculty

Schedule

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

PD Opportunity 3

Monitor and provide feedback and coaching, as needed, after each professional learning session

Facilitator

Coaches

Participants

Faculty

Schedule

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

PD Opportunity 4

Track student learning utilizing data walls

Facilitator

Coaches

Participants

PL Participants

Schedule

Every 2 Months, from 8/1/2017 to 6/1/2018

G2.B1.S2 Develop highly effective PLCs to improve knowledge and implementation of the standards.

PD Opportunity 1

Provide professional learning on district PLC Rubric and use rubric to assess needs.

Facilitator

Coaches

Participants

Faculty

Schedule

On 9/29/2017

PD Opportunity 2

Provide professional learning on developing successful PLC's.

Facilitator

Coaches

Participants

Faculty

Schedule

On 9/29/2017

PD Opportunity 3

Observe PLC Teams in action and provide immediate feedback using the PLC rubric at the end of the meeting. PLC Mini-Teach topics will be determined throughout the process based on data and presented during school based PL.

Facilitator

Coaches

Participants

Faculty

Schedule

Monthly, from 8/28/2017 to 5/30/2018

PD Opportunity 4

Provide PLC Mini-Teach Topics during school faculty meetings determined by Action Step 3

Facilitator

Coaches

Participants

Faculty

Schedule

Quarterly, from 12/4/2017 to 5/30/2018

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	Provide professional learning on Positive Behavioral Interventions and Supports (PBIS) – Foundational and Supporting Information	\$0.00
2	G1.B1.S1.A2	Provide professional learning on Positive Behavioral Interventions and Supports (PBIS) – Self-Assessment and Action Planning	\$0.00
3	G1.B1.S1.A3	Implement the knowledge and skills learned during each Professional Learning session	\$0.00
4	G1.B1.S1.A4	Monitor and provide feedback and coaching as needed for each Professional Learning	\$0.00
5	G1.B1.S2.A1	Professional learning: curriculum focused on social emotional learning (Second-Step/ Caring School Community)	\$0.00
6	G1.B1.S2.A2	Implementation of curriculum focused on social emotional learning (Second-Step/Caring School Community)	\$0.00
7	G1.B1.S2.A3	Monitor and provide feedback and coaching as needed for Social Emotional Learning	\$0.00
8	G2.B1.S1.A1	Attend PL Trainings based on Standards Aligned Instruction	\$0.00
9	G2.B1.S1.A2	Provide additional support for collaboration and planning during PLCs.	\$0.00
10	G2.B1.S1.A3	Implement the knowledge and skills learned during each professional learning session	\$0.00
11	G2.B1.S1.A4	Monitor and provide feedback and coaching, as needed, after each professional learning session	\$0.00
12	G2.B1.S1.A5	Track student learning utilizing data walls	\$0.00
13	G2.B1.S2.A1	Provide professional learning on district PLC Rubric and use rubric to assess needs.	\$0.00
14	G2.B1.S2.A2	Provide professional learning on developing successful PLC's.	\$0.00
15	G2.B1.S2.A3	Observe PLC Teams in action and provide immediate feedback using the PLC rubric at the end of the meeting. PLC Mini-Teach topics will be determined throughout the process based on data and presented during school based PL.	\$0.00
16	G2.B1.S2.A4	Provide PLC Mini-Teach Topics during school faculty meetings determined by Action Step 3	\$0.00
Total:			\$0.00