

Volusia County Schools

Westside Elementary School



2018-19 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)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	98%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	83%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	D	C	C	C*

**Informational Baseline School Grade*

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

School Board Approval

This plan 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.

2018-19 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 and Open House: Families, students and teachers
- Lights on After school: Westside Night Alive (WNA)
- 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
- Holiday Extravaganza Performance
- Literacy Night
- Holly Hill Christmas Parade
- Fall Festival: Students participate in a carnival provided by the school's PTA.
- Grade Level Informational Night

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 and all drills. Throughout the year, the students and faculty practice

various security drills monthly. Parents and visitors must come to the main office to check in with a state identification. Parents or visitors will receive a visitors badge that they are expected 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 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 a SOARing Behavior System along with the usage of Class Dojo. This system allows parents, students, and faculty to effectively communicate with each other. Students 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.

To ensure that students are safe after school, the faculty and staff escort students to their designed dismissal area. In addition, teachers are assigned a rotation supervise duty to guarantee students exit the campus safely. Currently approximately 200 students attend the after school program (WNA). The students who attend the after school program receive dinner daily. While attending the after school program, 1/3 of our school population receives three nutritious meals a day, as well as a safe place after school hours. Our after school program, has an estimation of 1 to 10 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 will have ongoing training by a district consultant in school-wide behavior initiatives with specific student expectations through CHAMP procedures. Teacher are instructed to create a peace corner, or reflection area. The teacher will also utilize a 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 (SOAR)
- 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. The guidance counselor is using the Sanford Harmony curriculum to teach lessons on character education during small group Tier II and Tier III. Throughout the day, the guidance counselor meets with individual students who request extra individual intervention.

All students receive a social and emotional lesson during Collaborative Classroom meeting. Classroom teacher are implementing Second Step for the tier II and tier III students during small group intervention. Each teacher is assigned a buddy classroom for additional support. The teacher's are practicing restorative justice as well as restorative circles.

The behavioral specialist, will be working closely with the guidance counselor. The behavioral specialist will be able to service the tier II and tier III students to meet their emotional needs.

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	0	4	5	13	26	13	0	0	0	0	0	0	0	61
One or more suspensions	0	4	5	10	16	10	0	0	0	0	0	0	0	45
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	10	16	7	0	0	0	0	0	0	0	33
BL: Overage for Grade	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	1	11	8	4	0	0	0	0	0	0	0	24
BL: Lev 1 assessment ELA or Math	0	0	0	2	19	4	0	0	0	0	0	0	0	25

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	4	5	13	26	13	0	0	0	0	0	0	0	61

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/631203>.

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.. Our school also seeks 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
Dhawan, Kymberli	Teacher, ESE
Glenn-Dixon, Tamla	Assistant Principal
Harvard, Tamika	Instructional Coach
Joiner, Jeanine	School Counselor
Pena, Michelle	Instructional Coach

b. Duties

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

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: Provides a common vision for students, faculty, and staff. All decision are made based upon current data which helps promote the school's shared mission. They

are ensuring that educators are implementing the district's Progress Monitoring Plan for those students who do not respond effectively to core instruction. For these students who do not respond positively to interventions beyond core, the school's Problem Solving Team (PST) is accessed as needed. The Leadership team creates adequate professional development during scheduled faculty meetings as well as ERPL.

School Psychologists: The school psychologist will provide/facilitate training on skill building and understanding of the components of PS/Rtl. He 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/Rtl. Communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving/Rtl website (under Psychological Services) in order to address the purpose of PS/Rtl in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PS/Rtl at PST meetings.

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

He also 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 Rtl 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, assistant principal, academic coaches, school psychologist, speech/language clinician, school counselor, school social worker. In addition, since parent collaboration is essential for the success of PS/Rtl implementation, parent input will be actively sought to enhance student outcomes. The school's leadership team will focus PS/Rtl 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 benchmarks 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 FSA data and teacher survey
- 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 (200)
- Free breakfast for all students
- 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

N/A

Career and Technical Education

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

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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
Tina Larmond	Parent
Sherri Rix	Parent
Devin McMillon	Parent
Ronetta Williams	Parent
Mark Anderson	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

After reviewing our school data from the 2017-2018 SIP, the committee has decided to continue our efforts in achieving similar goals in the 2018-2019 school year.

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 foster collective efficacy that supports Instructional Practices. 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
Dhawan, Kymberli	Teacher, ESE
Copelin, Anthony	Teacher, K-12
Williams, Willie	Principal
Glenn-Dixon, Tamla	Assistant Principal
Harvard, Tamika	Instructional Coach
Pena, Michelle	Instructional Coach

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 new teachers. The goal 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, tischwa1@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.

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.** If Westside Elementary School creates a structure for an effective social emotional learning initiative, then teachers and support staff will be able to create an optimal learning environment where students feel empowered: to communicate, cooperate, connect, embrace diversity, and resolve conflicts.
- G2.** If Westside Elementary School develop systems that foster collective efficacy and support effective instructional practice, then teachers will successfully implement standards-aligned instruction to meet students' individual needs and increase academic achievements.

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 creates a structure for an effective social emotional learning initiative, then teachers and support staff will be able to create an optimal learning environment where students feel empowered: to communicate, cooperate, connect, embrace diversity, and resolve conflicts. 1a

G100505

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 and Teacher Buy-in

Resources Available to Help Reduce or Eliminate the Barriers 2

- PBIS - Positive Behavior Intervention Systems
- Caring School Community - Tier I students
- Sanford Harmony - Tier II and III students
- Guidance
- Teacher Mentors
- Coaches

Plan to Monitor Progress Toward G1. 8

SIP Progress Monitoring Meeting

Person Responsible

Willie Williams

Schedule

On 10/26/2018

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 2/14/2019

Evidence of Completion

Midyear Review in CIMS

Plan to Monitor Progress Toward G1. 8

State Assessment Results

Person Responsible

Willie Williams

Schedule

Annually, from 5/29/2019 to 5/29/2019

Evidence of Completion

Step Zero for 2018-2019

G2. If Westside Elementary School develop systems that foster collective efficacy and support effective instructional practice, then teachers will successfully implement standards-aligned instruction to meet students' individual needs and increase academic achievements. 1a

G100506

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
Statewide Science Assessment Achievement	45.0

Targeted Barriers to Achieving the Goal 3

- Limited Time and Lack of Planning and preparation for instruction

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 11/2/2018

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 1/31/2019

Evidence of Completion

Midyear review in CIMS

Plan to Monitor Progress Toward G2. 8

State Assessment Results

Person Responsible

Willie Williams

Schedule

Annually, from 5/31/2019 to 7/12/2019

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 5/24/2019 to 5/24/2019

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 creates a structure for an effective social emotional learning initiative, then teachers and support staff will be able to create an optimal learning environment where students feel empowered: to communicate, cooperate, connect, embrace diversity, and resolve conflicts. 1

G100505

G1.B1 Lack of Knowledge and Teacher Buy-in 2

B271000

G1.B1.S1 Refine systemic practice and provide professional learning to support the implementation of Social Emotional Learning. 4

S286912

Strategy Rationale

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

Decrease the number of students on the EWS and increase positive behaviors.

Decrease discipline referrals and increase attendance rates.

Action Step 1 5

Provide professional learning on Caring School Communities (CSC)

Person Responsible

Kymberli Dhawan

Schedule

Monthly, from 8/7/2018 to 5/31/2019

Evidence of Completion

PL Sign In Sheet

Action Step 2 5

Provide support and professional learning for Positive Behavioral Interventions and Supports (PBIS) .

Person Responsible

Jeanine Joiner

Schedule

Monthly, from 8/7/2018 to 5/31/2019

Evidence of Completion

PL Sign in Sheet

Action Step 3 5

Social Emotional Learning Professional Development and CHAMPS revisit

Person Responsible

Kymberli Dhawan

Schedule

Weekly, from 8/7/2018 to 5/31/2019

Evidence of Completion

Progress Monitoring- Fidelity Checklist

Action Step 4 5

Monitor, provide feedback, and coaching as needed.

Person Responsible

Tamla Glenn-Dixon

Schedule

Weekly, from 8/20/2018 to 5/31/2019

Evidence of Completion

SEL Walks

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

Touch base with professional learning facilitator to determine status of professional learning of Caring School Community.

Person Responsible

Kymberli Dhawan

Schedule

Monthly, from 8/20/2018 to 5/31/2019

Evidence of Completion

Caring School Community Rubric

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

Verify that all teachers are implementing PBIS strategies.

Person Responsible

Jeanine Joiner

Schedule

Weekly, from 8/20/2018 to 5/31/2019

Evidence of Completion

Data Walks, Classroom Assistance Tools, Graphs, Observational Notes

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

Provide follow up support to ensure implementation of CHAMPS.

Person Responsible

Kymberli Dhawan

Schedule

Monthly, from 8/20/2018 to 5/31/2019

Evidence of Completion

STOIC/ Danielson Crosswalk

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

Provide feedback to determine the status of professional learning of Caring School Community.

Person Responsible

Kymberli Dhawan

Schedule

Monthly, from 8/20/2018 to 5/31/2019

Evidence of Completion

STOIC/ Danielson Crosswalk

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

Discuss the effectiveness of Social Emotional Learning implementation and analyze supporting data.

Person Responsible

Willie Williams

Schedule

Monthly, from 8/20/2018 to 5/31/2019

Evidence of Completion

Meeting Minutes and Data Charts

G2. If Westside Elementary School develop systems that foster collective efficacy and support effective instructional practice, then teachers will successfully implement standards-aligned instruction to meet students' individual needs and increase academic achievements. 1

G100506

G2.B2 Limited Time and Lack of Planning and preparation for instruction 2

B271005

G2.B2.S1 We will provide additional school-based professional learning opportunities and collaborative planning within the school day 4

S286916

Strategy Rationale

Coaches will be available to set up times with teams to assist with planning.

Action Step 1 5

Teams will meet weekly in Professional Learning Communities.

Person Responsible

Willie Williams

Schedule

Weekly, from 8/20/2018 to 5/31/2019

Evidence of Completion

Minutes from PLC meetings

Action Step 2 5

Analyze data to organize, create, and deliver the specific professional development.

Person Responsible

Willie Williams

Schedule

Monthly, from 8/20/2018 to 5/31/2019

Evidence of Completion

Eduphoria Formative and Summative data PLC Minutes FSA Scores Collaborative Classroom HUB

Action Step 3 5

Provide professional learning on standards-aligned instruction.

Person Responsible

Willie Williams

Schedule

Quarterly, from 8/1/2018 to 6/10/2019

Evidence of Completion

Attendance records and Invoice

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

Administrators and Content Area Coaches will attend weekly PLCs

Person Responsible

Tamla Glenn-Dixon

Schedule

Weekly, from 8/20/2018 to 5/31/2019

Evidence of Completion

PLC Minutes Coaches and Administrators Tools

G2.B2.S2 Refine highly effective PLCs that follow an intentional cycle to improve knowledge and implementation of standards-aligned instruction. 4

 S286917

Strategy Rationale

Strengthen teacher collaboration and instructional practice.

Action Step(s) Missing for Goal #2, Barrier #2, Strategy #2
Complete one or more action steps for this Strategy or de-select it

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 creates a structure for an effective social emotional learning initiative, then teachers and support staff will be able to create an optimal learning environment where students feel empowered: to communicate, cooperate, connect, embrace diversity, and resolve conflicts.

G1.B1 Lack of Knowledge and Teacher Buy-in

G1.B1.S1 Refine systemic practice and provide professional learning to support the implementation of Social Emotional Learning.

PD Opportunity 1

Provide professional learning on Caring School Communities (CSC)

Facilitator

Dr. Forsythe and Ms. Dhawan

Participants

Faculty

Schedule

Monthly, from 8/7/2018 to 5/31/2019

PD Opportunity 2

Provide support and professional learning for Positive Behavioral Interventions and Supports (PBIS) .

Facilitator

PBIS Team

Participants

Faculty

Schedule

Monthly, from 8/7/2018 to 5/31/2019

G2. If Westside Elementary School develop systems that foster collective efficacy and support effective instructional practice, then teachers will successfully implement standards-aligned instruction to meet students' individual needs and increase academic achievements.

G2.B2 Limited Time and Lack of Planning and preparation for instruction

G2.B2.S1 We will provide additional school-based professional learning opportunities and collaborative planning within the school day

PD Opportunity 1

Teams will meet weekly in Professional Learning Communities.

Facilitator

Tamala Glenn-Dixon Terry Schwab Tamika Harvard Kym Dhawan Willie Williams

Participants

Faculty

Schedule

Weekly, from 8/20/2018 to 5/31/2019

PD Opportunity 2

Provide professional learning on standards-aligned instruction.

Facilitator

Ashley French

Participants

Westside teachers

Schedule

Quarterly, from 8/1/2018 to 6/10/2019

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 Caring School Communities (CSC)				\$16,200.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	6100	310-Professional and Technical Services	3251 - Westside Elementary School	UniSIG	0.0	\$16,200.00
			<i>Notes: Contracted Services - Collaborative Classroom site visits - 18 visits X \$900 ea</i>			
2	G1.B1.S1.A2	Provide support and professional learning for Positive Behavioral Interventions and Supports (PBIS) .				\$30,870.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	6100	310-Professional and Technical Services	3251 - Westside Elementary School	UniSIG	0.0	\$30,870.00
			<i>Notes: Behavior Specialist - \$21/hr X 7.5 hrs/day X 196 days</i>			
3	G1.B1.S1.A3	Social Emotional Learning Professional Development and CHAMPS revisit				\$30,330.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	6400	130-Other Certified Instructional Personnel	3251 - Westside Elementary School	UniSIG	0.25	\$13,725.00
			<i>Notes: Classroom Management Coach</i>			
	6150	120-Classroom Teachers	3251 - Westside Elementary School	UniSIG	0.0	\$10,000.00
			<i>Notes: Parent Teacher Home Visit Stipends</i>			
	6150	330-Travel	3251 - Westside Elementary School	UniSIG	0.0	\$1,000.00
			<i>Notes: Travel for parent teacher home visits</i>			
	6400	210-Retirement	3251 - Westside Elementary School	UniSIG	0.0	\$1,134.00
			<i>Notes: Classroom Management Retirement @ 8.26%</i>			
	6400	220-Social Security	3251 - Westside Elementary School	UniSIG	0.0	\$1,050.00
			<i>Notes: Classroom Management Social Security @ 7.65%</i>			
	6400	230-Group Insurance	3251 - Westside Elementary School	UniSIG	0.0	\$1,593.00
			<i>Notes: Classroom Management Medical</i>			
	6400	230-Group Insurance	3251 - Westside Elementary School	UniSIG	0.0	\$31.00
			<i>Notes: Classroom Management Life @ .2304%</i>			

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Westside Elementary School

	7200	240-Workers Compensation	3251 - Westside Elementary School	UniSIG	0.0	\$206.00
			<i>Notes: Classroom Management Workmen's Comp @ 1.5%</i>			
	6150	210-Retirement	3251 - Westside Elementary School	UniSIG	0.0	\$826.00
			<i>Notes: Stipend Retirement @ 8.26%</i>			
	6150	220-Social Security	3251 - Westside Elementary School	UniSIG	0.0	\$765.00
			<i>Notes: Stipend Social Security @ 7.65%</i>			
4	G1.B1.S1.A4	Monitor, provide feedback, and coaching as needed.				\$0.00
5	G2.B2.S1.A1	Teams will meet weekly in Professional Learning Communities.				\$0.00
6	G2.B2.S1.A2	Analyze data to organize,create, and deliver the specific professional development.				\$89,380.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	6300	120-Classroom Teachers	3251 - Westside Elementary School	UniSIG	0.0	\$34,500.00
			<i>Notes: Stipends for Guided Planning 46 teachers X \$25/hr X 27 wks</i>			
	6300	210-Retirement	3251 - Westside Elementary School	UniSIG	0.0	\$2,850.00
			<i>Notes: Stipend Retirement @ 8.26%</i>			
	6300	220-Social Security	3251 - Westside Elementary School	UniSIG	0.0	\$2,639.00
			<i>Notes: Stipend Social Security @ 7.65%</i>			
	5100	120-Classroom Teachers	3251 - Westside Elementary School	UniSIG	1.0	\$37,109.00
			<i>Notes: Intervention Teacher</i>			
	5100	210-Retirement	3251 - Westside Elementary School	UniSIG	0.0	\$3,065.00
			<i>Notes: Retirement - Intervention @ 8.26%</i>			
	5100	220-Social Security	3251 - Westside Elementary School	UniSIG	0.0	\$2,839.00
			<i>Notes: Social Security - Intervention @ 7.65%</i>			
	5100	230-Group Insurance	3251 - Westside Elementary School	UniSIG	0.0	\$5,736.00
			<i>Notes: Medical - Intervention</i>			
	5100	230-Group Insurance	3251 - Westside Elementary School	UniSIG	0.0	\$85.00
			<i>Notes: Life - Intervention @ .2304%</i>			
	7200	240-Workers Compensation	3251 - Westside Elementary School	UniSIG	0.0	\$557.00
			<i>Notes: Workmen's Comp - Intervention - 1.5%</i>			

Volusia - 3251 - Westside Elementary School - 2018-19 SIP
Westside Elementary School

7	G2.B2.S1.A3	Provide professional learning on standards-aligned instruction.				\$98,104.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
			3251 - Westside Elementary School			\$0.00
			3251 - Westside Elementary School			\$0.00
	5100	510-Supplies	3251 - Westside Elementary School	UniSIG	0.0	\$15,963.00
			Notes: Ready Math			
	5900	120-Classroom Teachers	3251 - Westside Elementary School	UniSIG	0.0	\$13,500.00
			Notes: Morning tutoring - 3 teachers X 5 days X \$30/hr X 30 wks			
	5900	210-Retirement	3251 - Westside Elementary School	UniSIG	0.0	\$1,115.00
			Notes: Tutoring Retirement @ 8.26%			
	5900	220-Social Security	3251 - Westside Elementary School	UniSIG	0.0	\$1,033.00
			Notes: Tutoring Social Security @ 7.65%			
	5100	510-Supplies	3251 - Westside Elementary School	UniSIG	0.0	\$8,750.00
			Notes: Materials and Supplies - Lakeshore Math Manipulatives - Math Kits - 35 teachers X \$250			
	5100	510-Supplies	3251 - Westside Elementary School	UniSIG	0.0	\$51,743.00
			Notes: Materials and Supplies - Classroom libraries - 29 X \$1,582.15			
	6400	310-Professional and Technical Services	3251 - Westside Elementary School	UniSIG	0.0	\$6,000.00
			Notes: Contracted services for Curriculum Associates to provide ReadyMath training			
Total:						\$282,108.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G1.MA1 M424552	SIP Progress Monitoring Meeting	Williams, Willie	10/26/2018	SIP Progress Monitoring Meeting Minutes and Sign-In Sheet	10/26/2018 one-time
G2.MA1 M424564	SIP Progress Monitoring Meeting	Williams, Willie	10/16/2018	SIP Progress Monitoring Meeting Minutes and Sign-In Sheet	11/2/2018 one-time
G2.MA2 M424565	SIP Mid-Year Review	Williams, Willie	1/14/2019	Midyear review in CIMS	1/31/2019 one-time
G1.MA2 M424553	SIP Midyear Review	Williams, Willie	2/14/2019	Midyear Review in CIMS	2/14/2019 one-time
G2.MA4 M424567	State Assessment Results	Williams, Willie	5/24/2019	Step Zero for 2017 - 2018	5/24/2019 annually
G1.MA3 M424554	State Assessment Results	Williams, Willie	5/29/2019	Step Zero for 2018-2019	5/29/2019 annually
G1.B1.S1.MA1 M424544	Discuss the effectiveness of Social Emotional Learning implementation and analyze supporting data.	Williams, Willie	8/20/2018	Meeting Minutes and Data Charts	5/31/2019 monthly
G1.B1.S1.MA1 M424545	Touch base with professional learning facilitator to determine status of professional learning of...	Dhawan, Kymberli	8/20/2018	Caring School Community Rubric	5/31/2019 monthly
G1.B1.S1.MA2 M424546	Verify that all teachers are implementing PBIS strategies.	Joiner, Jeanine	8/20/2018	Data Walks, Classroom Assistance Tools, Graphs, Observational Notes	5/31/2019 weekly
G1.B1.S1.MA4 M424547	Provide follow up support to ensure implementation of CHAMPS.	Dhawan, Kymberli	8/20/2018	STOIC/ Danielson Crosswalk	5/31/2019 monthly
G1.B1.S1.MA5 M424548	Provide feedback to determine the status of professional learning of Caring School Community.	Dhawan, Kymberli	8/20/2018	STOIC/ Danielson Crosswalk	5/31/2019 monthly
G1.B1.S1.A1 A388520	Provide professional learning on Caring School Communities (CSC)	Dhawan, Kymberli	8/7/2018	PL Sign In Sheet	5/31/2019 monthly
G1.B1.S1.A2 A388521	Provide support and professional learning for Positive Behavioral Interventions and Supports (PBIS)...	Joiner, Jeanine	8/7/2018	PL Sign in Sheet	5/31/2019 monthly
G1.B1.S1.A3 A388522	Social Emotional Learning Professional Development and CHAMPS revisit	Dhawan, Kymberli	8/7/2018	Progress Monitoring- Fidelity Checklist	5/31/2019 weekly
G1.B1.S1.A4 A388523	Monitor, provide feedback, and coaching as needed.	Glenn-Dixon, Tamla	8/20/2018	SEL Walks	5/31/2019 weekly
G2.B2.S1.MA1 M424563	Administrators and Content Area Coaches will attend weekly PLCs	Glenn-Dixon, Tamla	8/20/2018	PLC Minutes Coaches and Administrators Tools	5/31/2019 weekly
G2.B2.S1.A1 A388536	Teams will meet weekly in Professional Learning Communities.	Williams, Willie	8/20/2018	Minutes from PLC meetings	5/31/2019 weekly
G2.B2.S1.A2 A388537	Analyze data to organize, create, and deliver the specific professional development.	Williams, Willie	8/20/2018	Eduphoria Formative and Summative data PLC Minutes FSA Scores Collaborative Classroom HUB	5/31/2019 monthly
G2.B2.S1.A3 A388538	Provide professional learning on standards-aligned instruction.	Williams, Willie	8/1/2018	Attendance records and Invoice	6/10/2019 quarterly
G2.MA3 M424566	State Assessment Results	Williams, Willie	5/31/2019	Step Zero for 2018-2019 SIP	7/12/2019 annually