



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Westside Elementary School

1210 JIMMY ANN DR

Daytona Beach, FL 32117

386-274-3400

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

School Demographics

School Type
Elementary School

Title I
Yes

Free and Reduced Lunch Rate
93%

Alternative/ESE Center
No

Charter School
No

Minority Rate
81%

School Grades History

2013-14
B

2012-13
A

2011-12
B

2010-11
C

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
 - Year 1 – declined to D, or first-time graded schools receiving a D
 - Year 2 – second consecutive D, or F followed by a D
 - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
 - Year 1 – declined to F, or first-time graded schools receiving an F
 - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School

Westside Elementary School

Principal

Judith Winch

School Advisory Council chair

Michael Micallef

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Terry Schwab	Academic Coach
Jennifer Dietz	Reading Coach
Lloyd Haynes	Assistant Principal
Aimme Shank	Math Intervention
Gayle O'Leary	Guidance Counselor
Michael Micallef	Academic Intervention

District-Level Information

District

Volusia

Superintendent

Dr. Margaret A Smith

Date of school board approval of SIP

12/10/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Michael Micallef, Co-Chair
 Lloyd Haynes, Co-Chair
 Judith Winch, Member
 Jennifer Dietz, DAC Rep
 Georgeann Diehl, Secretary
 Allyson Worsham, Parent
 James Robinson, Parent
 Rick Filippi, Social Worker
 Lawana Walden, Community Member
 Justine McCante, Parent
 Ernest McCante, Parent

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

Activities of the School Advisory Council (SAC) for the upcoming year include:

Monthly meetings to monitor School Improvement Plan (SIP), receive updates from the principal about school events and the Title I budget, we will also train members and make informed decisions as requested from the principal and as required by the statute. We will be coordinating parent involvement activities of the Parent Liaison. The SAC committee will be reviewing and making SAC budget requests from teachers. Continue to be a supporting partner in Neighborhood Watch for Education/Lights on After School event. We will continue are support of after school events, such as, FCAT Night. We will continue to survey stakeholders and work closely with Parent Teacher Association (PTA) Board to coordinate school activities.

Projected use of school improvement funds, including the amount allocated to each project

SAC will consider request which support the school's reading goals. At this time, we are not sure if SAC funds will be distributed and if funds are distributed, it will most likely be mid-year. We currently have a balance carried over from last year of \$592.96. We will allocate this fund to help our teachers with budget request to be submitted for all SAC members to vote on.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

of administrators

2

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Judith Winch

Principal

Years as Administrator: 14

Years at Current School: 14

Credentials

Bachelor degree in
Elementary Ed 1-6
Master Degree in
Educational
Leadership:
Certifications:
Elementary Ed 1-6
Educational
Leadership K-12
Health K-12
P.E. 6-12
School Principal (all levels)

Performance Record

2012-13 - A School, (R 34%/M57%; R 69%/M 72%;R 80%/ M 84%)
 2011-12 - B School, (R 35%/M 48%; R 53%/M 95%; R 64%/M101%) *
 2010-11- C School, AYP 77% (R 56%/M 59%; R 50%/M 43%; 51%/ M 43%) *
 2009-10- C School, AYP 79% (R62%/M 67%; % R 54%/ M 63%; R53%/ M 65%) *
 2008-09- B School, AYP 85% (R68%/ M 60%; R 60%/ M 58%; R69%/ M 57%) *
 2007-08- C School, AYP 77% (R63%/ M 62%; R 60%/ M 65%; R 58%/ M 81%) *
 2006-07- C School, AYP 95% (R64%/ M 61%; R 59%/66%; R 65%/ M 66%)*
 2005-06- B School, AYP 92% (R67%/ M 62%; R 55%/ M 72%; R73%/ M na)*
 2004-05- A School, AYP 90% (R68%/ M 64%; R 65%/ M 70%; R 70%/ M na)*
 2003-04- A School, AYP97% (R 66%/ M 60%; R 69%/ M 83%; R 80%/ M na)*
 2002-03- C School (R 44%/M 41%; R 47%/ M 73%; R 47%/ M na)*
 *(Proficient Reading/Math; LearningGains R/M; Lowest 25% R/M)
 Prior to 2002 Mrs. Winch was a highly qualified administrator who continually improved her leadership skills through ongoing professional development. She strove to provide quality leadership and support to her faculty and staff as they worked toward increasing student achievement. Based on Volusia County district evaluation system currently in place, Mrs. Winch has been rated at exceeding the 12 competencies required for administrators

Lloyd Haynes

Asst Principal

Years as Administrator: 17

Years at Current School: 1

Credentials

Bachelor's Degree in English
 Master's Degree in Elementary Education
 Doctorate Degree in Educational Leadership
 Certification: Principal (All Levels)

Performance Record

2012 – C School (41% R/39% M; 51% R/63% M; 60% R/67% M) *
 2011 – D School, AYP 87% (37% R/28% M; 64% R/53% M; 70% R/57% M) *
 2010 –B School, AYP 90% (82% R/85% M; 60% R/63% M; 38% R/53% M) *
 2009 – A School, AYP 92% (77% R/84% M; 70% R/76% M; 68% R/82% M) *
 2008 – A School, AYP 100% (77% R/84% M; 70% R/76% M; 68% R/82% M) *
 2007 – A School, AYP 95% (81% R/78% M; 82% R/ 66% M; 77% R/66% M) *
 2006 – A School, AYP 95% (82% R/79% M; 60% R/ 71% M; 56% R) * 2005 – A School, AYP 95% 79% R/77% M; 65% R/ 65% M; 59% R) * 2004 – C School, AYP 51% 51% R/47% M; 59% R/ 59% M; 61% R) * 2003 – B School, AYP 51% 50% R/46% M; 66% R/ 66% M; 73% R) * 2002 – B School, AYP 51% 49% R/44% M; 63% R/ 66% M; 71% R) *

Instructional Coaches**# of instructional coaches**

2

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:**Terry Schwab**

Full-time / School-based

Years as Coach: 2

Years at Current School: 7

Areas

Reading/Literacy, Data

Credentials

BS
 Elementary Education
 Certification in
 Elementary Education K-6

Performance Record

2012-13 - A School, (R 34%/M57%; R 69%/M 72%;R 80%/ M 84%)

Jennifer Dietz

Full-time / School-based

Years as Coach: 0

Years at Current School: 6

Areas

Reading/Literacy, Data

Credentials

BS
 Elementary Education
 Masters
 Educational Leadership
 Certifications in
 Elementary K-6

Performance Record

N/A - First Year as Instructional Coach

Classroom Teachers**# of classroom teachers**

44

receiving effective rating or higher

0%

Highly Qualified Teachers

100%

certified in-field

44, 100%

ESOL endorsed

17, 39%

reading endorsed

8, 18%

with advanced degrees

15, 34%

National Board Certified

0, 0%

first-year teachers

6, 14%

with 1-5 years of experience

15, 34%

with 6-14 years of experience

13, 30%

with 15 or more years of experience

10, 23%

Education Paraprofessionals

of paraprofessionals

4

Highly Qualified

4, 100%

Other Instructional Personnel**# of instructional personnel not captured in the sections above**

16

receiving effective rating or higher

16, 100%

Teacher Recruitment and Retention Strategies

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

New Teacher Programs (Individualized professional development, mentors, peer classroom visits/ observations, and buddy teachers. We will offer leadership opportunities and celebrate/teacher recognition. We will offer professional learning communities activities. we will offer professional development and book studies. Assist with peer assistance and review groups from mentor teachers. We will conduct Professional Development Schools (PDS) - partnership of Westside Elementary teachers and Principal with Bethune Cookman University staff and students. We are also a Plus One school that receives an extra hour of paid instruction to our students.

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

The purpose of the Westside Elementary Mentor Program is to provide new teachers with support, guidance, encouragement, challenges and direction as they develop a professional vision into the culture of Team Volusia. Experienced Mentors have a great deal of knowledge, talents and skills to share with their new teachers. The goals of the program are to assist new teachers in adjusting to their new workplace, provide emotional assistance, support and guidance regarding the District's and the building's professional culture. Also, to assist new teachers in resolving instructional and professional issues they may encounter.

Lekita Howard is our Peer Assistance Review (PAR) and works with all of our first year teachers new to our school, such as; Aaron Conner, Heather Bessell Lindsey Parady, Shanicka Reddick, Kasey Johnson, and Shawan Turton.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The school's RtI 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, assistant principal, curriculum specialists, academic coaches, school psychologist, speech/language clinician, school counselor, school social worker, and ad hoc teachers. 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 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.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Principal: Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and the VCS Problem Solving/Rtl model (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) 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/Rtl. 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.

School Psychologist: Assists schools in interpreting individual, class-wide, grade-level and school-wide data in order to develop appropriate targeted interventions linked to the academic or emotional/behavioral problem. Ensure that on-going progress monitoring is in place in the area of intervention to most appropriately determine the student's response to intervention. Provides professional development to staff on PS/Rtl.

Select General Education Teachers (Primary and Intermediate): Provides information about core instruction, participates in student data collection, delivers Tier 1 instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with general education teachers through such activities as co-teaching. Encompasses Problem Solving/Rtl practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.

Instructional Coaches and Administrators: Develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/ behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Guidance Counselor: Works with the Rtl team to develop an explicit and systematic plan for Tier 2 and 3

students with behavior and/or academic needs. The Guidance Counselor is also responsible for Tier 1 students' core curriculum activities in character education.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The school improvement plan is data driven and focuses on areas of school-based need for both specific content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks to find solutions/resources matched in intensity to student need in academic and behavioral areas. The MTSS framework follows the district's four-step problem solving process, with RtI as an integral component of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of the students/schools. Building the SIP within the context of MTSS results in the school determining the areas of most significant need and, as importantly, enables the school to develop a plan that can be addressed based on existing resources.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

Pinnacle Gradebook provides evidence of performance in core instruction across content areas. In addition, information gleaned from FAIR assessments, DRAs, OPM probes, interim assessments and FCAT provide valuable information regarding reading performance for both individuals and groups of students. Interim assessments and FCAT also provide critical information regarding student performance in the areas of mathematics, science, and writing. Pinnacle Insight reports provide further information regarding performance by both individual and groups of students (disaggregated by specific groups) in order to inform instruction and intervention. Behavioral expectations are communicated by the school to all students and parents. Those students who do not obtain proficiency in behavioral expectations are provided supports and interventions matched to student need. Office discipline data are maintained and monitored by the school site. Tier 2 and tier 3 supports/interventions and the response to these interventions are entered into the electronic PST system. Summary reports within the system are available to MTSS school-based leadership (i.e. the Principal, PST Chair, and school psychologist). Describe

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The district Coordinator of MTSS in conjunction with the Deputy Superintendent for Instructional Services will be providing schools with relevant training materials on MTSS. In addition to an overview of MTSS that will be available to all schools, the foundational principles of MTSS and resources will be embedded within other resources and trainings (e.g., Deliberate Practice and Common Core State Standards Training). School-based support for MTSS will be provided by the District MTSS Leadership Team. In turn, the school-based MTSS Leadership team will disseminate relevant MTSS information to teachers and parents. Data-based meetings throughout the school year will identify those students in need of academic and/or behavioral supports. Furthermore, based on this data-based decision making, supports will be implemented and monitored. School-specific reports, such as those available in Pinnacle Insight, will facilitate the development of a data-based MTSS framework. This data, in conjunction with identified school-based tiered resources, will ensure that a Multi-Tiered System of Supports is an overarching framework that guides the work of the school.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 685

The after school program uses research based curriculum that is engaging for the students and helps to increase their knowledge and performance. Three such programs are Explore Learning's Reflex Math, Pearson's Words Their Way and Mind Works Resources' multidisciplinary themed kits. Reflex Math focuses on increasing basic math skills on the computer with the use of interactive games. Students need to pass each level before continuing to the next.

Words Their Way (WTW) is a cut and paste program used with K-2 students that focuses on phonics skills. WTW is an approach to spelling and word knowledge that is based on extensive research literature and includes stages of development and instructional levels that are critical to the way students learn to read. It compliments the use of phonics, spelling, and vocabulary instruction that are often used in schools. Included in the WTW approach is a set of three inventories that assess student ability in key areas. These three inventories include the Primary Spelling Inventory, the Elementary Spelling Inventory, and the Upper Level Spelling Inventory.

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 Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education
- Teacher collaboration, planning and professional development

How is data collected and analyzed to determine the effectiveness of this 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.

Who is responsible for monitoring implementation of this strategy?

The after school program director makes adjustments to annual goals as needed. The site coordinator guides the after school teachers in making sure programs are implemented properly.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Terry Schwab	Academic Intervention
Aimee Shank	Math Intervention

Name	Title
Michael Micallef	Academic Intervention/SAC Chair
Gayle O'Leary	Guidance Counselor/BLT Chair
Jennifer Dietz	Reading Coach
Carol Ryves	Media Teacher
Lloyd Haynes	Assistant Principal/PST Chair
Judi Winch	Principal

How the school-based LLT functions

The purpose of the Reading Leadership Team is to create capacity of reading knowledge within the school building and focus on areas of literacy concern across the school. The principal, reading coach, mentor reading teachers, content area teachers, and other principal appointees serve on this team. The LLT meets every Monday from 8:30-9:30 or more frequently as needed to discuss/monitor the progress in literacy in all students. The principal will open the meeting and provide the common vision of data-based decision making to ensure all staff members has literacy skill sets to accomplish the vision. Once the data has been studied and strengths and weaknesses identified, the school literacy leadership team needs to prioritize the needs as indicated by the data. Though a good instructional program will address all of the appropriate content standards, a good school improvement plan will focus a school-wide effort on one or two priority instructional needs.

The assistant principal participates and assist with tier 1 instructional support and assist in on-going progress monitoring of all students academically.

The Instructional coaches are familiar with best practices in instruction and instructional resources, they have a collection of effective strategies to draw upon, and they know how to manage a classroom of diverse learners so that the learning needs of individual students are addressed. They know that students learn in engaging learning environments, and they know how to engage students in appropriate learning.

The intervention teachers participate in student data collection and integrate activities and materials into their 3 interventions.

The PST Chair updates the LLT on current on-going progress monitoring of students who are receiving extra instructional support in small group settings for 4-6 week period to evaluate further decision making.

The media specialist is responsible for providing motivational reading strategies to enhance student achievement. The media specialist also aligns the curriculum of the media center with identified reading needs of the school.

Major initiatives of the LLT

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.

Another focus will be collaborating on strategies to meet the barriers that keep us from achieving satisfactory learning gains in general education and separate ESE classes, as well as, the lowest 25% making learning gains.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

At Westside we strive on engaging in regular, ongoing, literacy professional development. We will make all teachers participate in Professional Learning Communities and Study Groups during professional developments. We will use data to analyze the effectiveness of instruction and redesign instruction and resources to meet the student's instructional and intervention needs. Our teachers will Implement the comprehensive core reading programs or comprehensive intensive reading programs and scientifically based reading instruction and strategies with fidelity. We will participate in ongoing literacy dialogues with peers and support and participate in classroom demonstrations and modeling of research-based reading strategies using rigor.

Every teacher at Westside Elementary develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring

Preschool Transition

This section meets the requirements of Sections 1114(b)(1)(G) and 1115(c)(1)(D), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies for assisting preschool children in transition from early childhood programs to local elementary school programs

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.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

N/A

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

N/A

Strategies for improving student readiness for the public postsecondary level

N/A

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	45%	45%	Yes	51%
American Indian				
Asian				
Black/African American	43%	42%	No	48%
Hispanic				
White	55%	56%	Yes	60%
English language learners				
Students with disabilities	23%	22%	No	31%
Economically disadvantaged	45%	44%	No	51%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	56	28%	33%
Students scoring at or above Achievement Level 4	30	15%	19%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		25%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		75%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	80	65%	70%
Students in lowest 25% making learning gains (FCAT 2.0)	23	74%	79%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		75%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		38%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		38%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	36	68%	73%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		100%

Area 3: Mathematics**Elementary and Middle School Mathematics****Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	43%	57%	Yes	49%
American Indian				
Asian				
Black/African American	42%	55%	Yes	48%
Hispanic				
White	48%	63%	Yes	54%
English language learners				
Students with disabilities	21%	34%	Yes	29%
Economically disadvantaged	43%	57%	Yes	49%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	62	31%	33%
Students scoring at or above Achievement Level 4	50	25%	27%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		25%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		75%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	83	66%	68%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	27	77%	79%

Area 4: Science**Elementary School Science****Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	24	35%	38%
Students scoring at or above Achievement Level 4	14	21%	24%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		0%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		0%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)**All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	2		3
Participation in STEM-related experiences provided for students	210	80%	85%

Area 8: Early Warning Systems

Elementary School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	75	15%	11%
Students retained, pursuant to s. 1008.25, F.S.	43	11%	8%
Students who are not proficient in reading by third grade	51	57%	5%
Students who receive two or more behavior referrals	52	8%	5%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	58	9%	6%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Meet the teacher - 130
 Celebrate the family -95
 Open House-190
 Grandparents Breakfast - 30
 Family Fun Saturdays -25
 DUDES Day - 60
 FCAT Night - 130
 Black History Program - 200
 Dr. Seues on the Loose/PTA Meeting - 110
 Neighborhood Watch for Education - 250
 Awesome Adventure Night - 250
 Walk to School - 200
 Bingo for Books- 50
 Trip to Seuesville- 50
 Ride Reading to Success - 100
 Muffins for Mom - 80
 SAC - 15

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Through various activities parent involvement will increase by 3% as measured by sign in sheets from our school wide events	1050	80%	83%

Area 10: Additional Targets**Additional targets for the school**

To maintain 5 STAR for the school year 2013-2014 we will show evidence of exemplary community involvement. In order to earn Five Star school recognition, a school must show documentation that it has achieved 100% of the established criteria in the categories of:

Business partnerships,
Family Involvement,
Volunteerism,
Student Community Service, and
School Advisory Councils.

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Goals Summary

- G1.** Integrating critical thinking strategies into learning activities across the curriculum using higher level questions techniques.
- G2.** Increase the instructional model for literacy strategies across all content areas.

Goals Detail

G1. Integrating critical thinking strategies into learning activities across the curriculum using higher level questions techniques.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Social Studies
- Science
- Science - Elementary School
- STEM
- Parental Involvement
- EWS
- EWS - Elementary School

Resources Available to Support the Goal

- Academic Coach
- Intervention Teacher
- Title I Budget
- Professional development
- Professional Learning Communities
- Walk to Intervention

Targeted Barriers to Achieving the Goal

- More rigor incorporated in instruction with opportunity for higher level questioning in all content areas.
- Challenge of working with a high population of at risk students.

Plan to Monitor Progress Toward the Goal

Examine the effectiveness of Higher Level Questioning techniques to be assessed in all critical thinking areas of the curriculum during professional development trainings and classroom walk throughs.

Person or Persons Responsible

Academic Coach Administrators Curriculum Team Teachers

Target Dates or Schedule:

June 2014

Evidence of Completion:

FACT results Pinnacle Data VSET Evaluations Walk through data

G2. Increase the instructional model for literacy strategies across all content areas.

Targets Supported

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains)
- Social Studies
- Science
- Science - Elementary School
- STEM
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- Additional Targets

Resources Available to Support the Goal

- Reading Coach
- Intervention Teachers
- Academic Coach
- Title I Budget
- Professional Development
- Professional Learning Communities
- Walk to Intervention

Targeted Barriers to Achieving the Goal

- Challenges of working with high population of at risk students
- Lack of opportunities to properly train classroom teachers and allow for follow-up coaching
- Adequate time and staff to deliver effective instruction with high risk students

Plan to Monitor Progress Toward the Goal

To ensure all teachers receive adequate professional development related to effective instructional strategies for literacy across all content areas.

Person or Persons Responsible

Administrators Academic Coach Teachers

Target Dates or Schedule:

June 2014

Evidence of Completion:

Pinnacle Data FCAT Data District Assessments VSET

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. Integrating critical thinking strategies into learning activities across the curriculum using higher level questions techniques.

G1.B1 More rigor incorporated in instruction with opportunity for higher level questioning in all content areas.

G1.B1.S1 Professional development on Charlotte Danielson's Framework 3B, Using questioning and discussion.

Action Step 1

Using questioning and discussion techniques to enhance the critical thinking process inside the classroom.

Person or Persons Responsible

Leadership Team Curriculum Team

Target Dates or Schedule

Professional Developments monthly

Evidence of Completion

Walk-Throughs - Administrators PD360 - 3B Questioning and Discussion techniques

Facilitator:

Judy Winch Lloyd Haynes

Participants:

Faculty School-wide

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

Ratio of high-level questions to lower-level question will be assessed during walk-throughs

Person or Persons Responsible

Administration Teachers

Target Dates or Schedule

Walk-through

Evidence of Completion

VSET Domain 3B

Plan to Monitor Effectiveness of G1.B1.S1

Coaching will be provided with a low percentage of high-level questions and will also be able to sign up for PD360

Person or Persons Responsible

Academic Coaches Curriculum Team Teachers

Target Dates or Schedule

Ongoing monitoring of walk-throughs - Administrators Professional Learning Communities

Evidence of Completion

Completion of PD360 3B Questioning and discussion techniques

G1.B2 Challenge of working with a high population of at risk students.

G1.B2.S1 To teach students requiring additional support, strategies to access effective comprehension strategies and higher order questioning techniques.

Action Step 1

All teachers receive professional development related to higher-order questioning to effective instructional strategies. Domain 3B

Person or Persons Responsible

Administrators Academic Team Academic Coaches

Target Dates or Schedule

Professional Learning Communities (PLC)

Evidence of Completion

Ongoing monitoring of formative and summative assessments data

Facilitator:

Academic coaches Administrators

Participants:

School Wide - Entire Faculty

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

on-going monitoring of classroom walk-throughs.

Person or Persons Responsible

Academic Coaches Administrators Teachers

Target Dates or Schedule

Professional Learning Communities Weekly

Evidence of Completion

Pinnacle Data FCAT results Classroom Walk through data VSET

Plan to Monitor Effectiveness of G1.B2.S1

Tracking student growth using performance matters and meeting regularly as a grade-level team to foster the growth among all students using formative and summative assessments

Person or Persons Responsible

Administrators Academic Coaches Teachers

Target Dates or Schedule

Professional Learning Communities Weekly grade-level meetings

Evidence of Completion

Pinnacle Data District Assessments FCAT Results VSET

G2. Increase the instructional model for literacy strategies across all content areas.

G2.B1 Challenges of working with high population of at risk students

G2.B1.S1 Ensure all teachers receive professional development related to effective instructional strategies in reading with high risk students using close reading strategies.

Action Step 1

Professional Development on close reading strategies. Ongoing monitoring of formative and summative assessments data. Tracking student growth using assessments and weekly PLC to foster the growth among all students

Person or Persons Responsible

Academic coaches Administrators Teachers

Target Dates or Schedule

Professional Development Days PLC VSET observations and conferences

Evidence of Completion

Professional Development

Facilitator:

Judy Winch Lloyd Haynes Jennifer Dietz Terry Schwab

Participants:

Faculty and staff

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

Teachers will receive training in practices that promote high student engagement. Teachers will receive follow-up support and coaching.

Person or Persons Responsible

Academic Coach Administrators Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Pinnacle Data FCAT results PLC Minutes

Plan to Monitor Effectiveness of G2.B1.S1

Check usage and implementation, as well as, student reports

Person or Persons Responsible

Administrators Academic Coach

Target Dates or Schedule

Ongoing monitoring of formative and summative assessments data PLC

Evidence of Completion

District Assessments Pinnacle Data FCAT results

G2.B2 Lack of opportunities to properly train classroom teachers and allow for follow-up coaching

G2.B2.S1 Provide intensive instruction outside of the reading block and provide additional coaching with administrative walk-through and Professional learning Community input.

Action Step 1

Teams with support from academic coaches, will meet weekly in Professional Learning Communities to work collaboratively in using effective literacy strategies to incorporate intensive instruction outside the reading block.

Person or Persons Responsible

Teachers Academic Coaches

Target Dates or Schedule

Weekly

Evidence of Completion

Student achievement Weekly assessments

Facilitator:

Judy Winch Lloyd Haynes Jennifer Dietz Carol Ryves

Participants:

Faculty

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

Using professional development to train teachers with follow-up coaching

Person or Persons Responsible

Academic coaches

Target Dates or Schedule

Evidence of Completion

Ongoing monitoring of formative and summative assessment data.

Plan to Monitor Effectiveness of G2.B2.S1

Track students growth using scantron assessemments and meet regularly as a greade-level to foster the growth among all students using formative data.

Person or Persons Responsible

Teachers Academic Coaches Intervention Teachers

Target Dates or Schedule

Weekly

Evidence of Completion

Pinnacle Data FAIR Data FCAT Results

G2.B3 Adequate time and staff to deliver effective instruction with high risk students

G2.B3.S1 The implementation of being a Plus One school. All instructional staff and academic coaches will provide intense reading instruction during Walk to Intervention.

Action Step 1

Utilize the Plus One hour to expose our students to higher level questions in a small group setting.

Person or Persons Responsible

Academic Coaches Intervention Teachers Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Ongoing monitoring of Walk to Intervention

Plan to Monitor Fidelity of Implementation of G2.B3.S1

Implement a school-wide literacy system which uses a systematic approach using researched based strategies.

Person or Persons Responsible

Administrators Academic Coaches

Target Dates or Schedule

Daily Classroom Walk-through

Evidence of Completion

VEST Observations Domain 3

Plan to Monitor Effectiveness of G2.B3.S1

Teachers will monitor effectiveness through Professional Learning Communities on a weekly basis.

Person or Persons Responsible

Administrators Academic Coaches

Target Dates or Schedule

Classroom observation

Evidence of Completion

VSET Domain 3 FCAT Results Walk-through data

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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
- Peer Mediation program
- Crisis training program
- Suicide prevention program
- Bullying program
- Be a Buddy program
- Red Ribbon Week
- No Name Calling Week
- Second Step Character Education
- Violence Prevention Lessons
- Safety Patrols
- Student Ambassador program

Nutrition Programs

Westside Elementary offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- 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), job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Integrating critical thinking strategies into learning activities across the curriculum using higher level questions techniques.

G1.B1 More rigor incorporated in instruction with opportunity for higher level questioning in all content areas.

G1.B1.S1 Professional development on Charlotte Danielson's Framework 3B, Using questioning and discussion.

PD Opportunity 1

Using questioning and discussion techniques to enhance the critical thinking process inside the classroom.

Facilitator

Judy Winch Lloyd Haynes

Participants

Faculty School-wide

Target Dates or Schedule

Professional Developments monthly

Evidence of Completion

Walk-Throughs - Administrators PD360 - 3B Questioning and Discussion techniques

G1.B2 Challenge of working with a high population of at risk students.

G1.B2.S1 To teach students requiring additional support, strategies to access effective comprehension strategies and higher order questioning techniques.

PD Opportunity 1

All teachers receive professional development related to higher-order questioning to effective instructional strategies. Domain 3B

Facilitator

Academic coaches Administrators

Participants

School Wide - Entire Faculty

Target Dates or Schedule

Professional Learning Communities (PLC)

Evidence of Completion

Ongoing monitoring of formative and summative assessments data

G2. Increase the instructional model for literacy strategies across all content areas.

G2.B1 Challenges of working with high population of at risk students

G2.B1.S1 Ensure all teachers receive professional development related to effective instructional strategies in reading with high risk students using close reading strategies.

PD Opportunity 1

Professional Development on close reading strategies. Ongoing monitoring of formative and summative assessments data. Tracking student growth using assessments and weekly PLC to foster the growth among all students

Facilitator

Judy Winch Lloyd Haynes Jennifer Dietz Terry Schwab

Participants

Faculty and staff

Target Dates or Schedule

Professional Development Days PLC VSET observations and conferences

Evidence of Completion

Professional Development

G2.B2 Lack of opportunities to properly train classroom teachers and allow for follow-up coaching

G2.B2.S1 Provide intensive instruction outside of the reading block and provide additional coaching with administrative walk-through and Professional learning Community input.

PD Opportunity 1

Teams with support from academic coaches, will meet weekly in Professional Learning Communities to work collaboratively in using effective literacy strategies to incorporate intensive instruction outside the reading block.

Facilitator

Judy Winch Lloyd Haynes Jennifer Dietz Carol Ryves

Participants

Faculty

Target Dates or Schedule

Weekly

Evidence of Completion

Student achievement Weekly assessments

Appendix 2: Budget to Support School Improvement Goals