2013-2014 SCHOOL IMPROVEMENT PLAN

Westside Elementary School
205 ARROYO AVE
Clewiston, FL 33440
863-983-1570
http://hendry-schools.org/education/school/
school.php?sectionid=12&sc_id=1171294169

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Elementary School	Yes	82%

Alternative/ESE Center	Charter School	Minority Rate
No	No	83%

School Grades History

2013-14	2012-13	2011-12	2010-11
B	C	C	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.

Table of Contents

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
Anthony Busin

School Advisory Council chair
Mary Alice Schad

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

Name	Title
Melissa Whitehead	Assistant Principal
Renee Jackson	Guidance
Aimee Sweet	Reading Coach
Teresa Bledsoe	K-2 Reading Resource
Charles Boenigk	3-5 Reading Resource

District-Level Information

District
Hendry

Superintendent
Mr. Paul K Puletti

Date of school board approval of SIP
11/12/2013

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

SAC membership is made up to represent our population of our school.
Mary Schad is a teacher and our president
Esperanze Kane Teacher and Secretary
Tony Busin Principal
Candace Sanchez Parent
Travis Ligon Parent
Carla Drummond Parent
Michelle Pridgen Community Member
Ivette Avila Parent

Involvement of the SAC in the development of the SIP

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

Activities of the SAC for the upcoming school year

WES will have four meeting throughout the year.
Oct. 15, 2013
Nov. 12, 2013
Feb. 11, 2014
April 29, 2014

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

SAC is looking into technology to improve our students typing ability and keyboarding skills to support our School Wide Reading/Writing Program.

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:

Anthony Busin

Principal	Years as Administrator: 8	Years at Current School: 4

Credentials	Masters of Educational Leadership BA Psychology and Education
Performance Record	2012-2013 "C" 2011-2012 "C" 2010-2011 "C

Melissa Whitehead		
Asst Principal	Years as Administrator: 2	Years at Current School: 1
Credentials	BA in Social Science from Florida Atlantic University Masters in Educational Leadership from American College of Education	
Performance Record	2012-2013 "C"	

Instructional Coaches

# of instructional coaches
1

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Aimee Sweet		
Full-time / School-based	Years as Coach: 3	Years at Current School: 6
Areas	Reading/Literacy, Mathematics, Science, Data, RtI/MTSS	
Credentials	BA in Special Education Masters in Educational Leadership Reading Endorsed ESOL Endorsed	
Performance Record	2012-2013 "C" 2011-2012 "C" 2010-2011 "C	

Classroom Teachers

# of classroom teachers
42

 # receiving effective rating or higher
42, 100%

 # Highly Qualified Teachers
100%

 # certified in-field
42, 100%

 # ESOL endorsed
29, 69%

 # reading endorsed
9, 21%

 # with advanced degrees
16, 38%

 # National Board Certified
0, 0%

 # first-year teachers
5, 12%

 # with 1-5 years of experience
13, 31%

 # with 6-14 years of experience
6, 14%

 # with 15 or more years of experience
23, 55%

Education Paraprofessionals

# of paraprofessionals
7

 # Highly Qualified
7, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
2

 # receiving effective rating or higher
(not entered because basis is < 10)

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

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

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

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

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

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

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

The team plans to meet monthly to engage in the following activities:
*Review universal screening data and link to instructional decisions.
*Review progress monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks.
*Based on the above information, the team will identify professional development and resources needed.
*The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills.
* The team will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

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

Progress monitoring, Benchmark testing, reading resources data and classroom data.

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

Baseline Data: Progress Monitoring and Reporting Network (PMRN), DIBELS, Florida Comprehensive Assessment Test (FCAT), Florida Assessments for Instruction in Reading (FAIR), Preformance Matters, SuccessMaker.
Progress Monitoring: PMRN, FAIR, Performance Matters, SuccesMaker, FCAT Prep Assessments
MidYear: FAIR, Performance Matters, Diagnostic Assessment for Reading (DAR), Early Reading Diagnostic Assessment (ERDA)
End of Year: FAIR, Performance Matters, FCAT

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

Professional development will be provided during teachers' common planning time and small sessions will occur throughout the year. Two PD sessions entitled: "RtI: Problem Solving Model:Building Consensus Implementing and Sustaining Problem-Solving/RtI" and "RtI: Challenges to Implementation Data-based Decision-making, and Supporting and Evaluating Interventions" will take place in mid-August and in October.

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: 2,400	

Student will attend two days a week for 60 minutes a day for 20 weeks. Student will be given small group instruction from Highly Qualified teachers. We will be focused on our level 1 and 2s.

Strategy Purpose(s)

- Instruction in core academic subjects

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

Students will take a Pre and post test and use progress monitoring every five days to support the educational process and the effectiveness of the lessons throughout the program. WES selected our students in the program based on test scores on the FCAT

Who is responsible for monitoring implementation of this strategy?

Teresa Bledsoe Reading Resource
Tony Busin Principal

Literacy Leadership Team (LLT)

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

Name	Title
Anthony Busin	Principal
Renee Jackson	Guidance Counselor
Aimee Sweet	Reading Coach
Teresa Bledsoe	Reading Resource
Charles Boenigk	Reading Resource

How the school-based LLT functions

The LLT team will meet every week to discuss data and the instruction of students. The team will discuss assessments and results. The Reading Coach will provide resources and support to all teachers. The Reading Coach will also be instrumental in all assessments throughout the year. She will also coordinate the Performance Matters Baseline testing in grades 3-5. The academic Resource Coach will provide curriculum resources and support to grades 4 and 5. The LLT team will work with teachers on data analysis and make data driven decisions for instruction. The LLT will work closely with the RTI Team

Major initiatives of the LLT

The LLT will work with teachers providing the teachers with strategies on small group instruction. Daily and weekly walk throughs will be done throughout the year to look for higher order thinking and questioning techniques.

Every Teacher Contributes to Reading Instruction

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

WES has carefully mapped out the skills in reading for the year. Teachers follow the pacing guide to ensure that all skills are covered throughout the year and concentrate on the weaknesses of our students shown by our Baseline data. Observation, lesson study, grade level team planning, and data monitoring is done throughout the year.

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

Our Kindergarten teachers map out the skills needed to address the needs of all students. We have a parent meeting so that the parents can support the programs and the educational environment throughout the year. We collect data and address the skills needed to be successful in KDG. Each year Westside invites local preschools to visit our school. During this time, they are served breakfast, take a tour of the school, and meet the kindergarten teachers. Parents are provided a checklist for kindergarten pre-requisite skills. We also encourage kindergarten teachers and preschool teachers to collaborate. Westside has an additional link on our school webpage for parents of preschool age children detailing kindergarten readiness and how to get your child ready for kindergarten.

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	58%	46%	No	62%
American Indian				
Asian				
Black/African American	53%	37%	No	57%
Hispanic	57%	41%	No	61%
White	63%	69%	Yes	66%
English language learners	43%	28%	No	49%
Students with disabilities	46%	10%	No	51%
Economically disadvantaged	53%	42%	No	58%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	53	22%	25%
Students scoring at or above Achievement Level 4	60	24%	26%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		35%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		35%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	88	36%	39%
Students in lowest 25% making learning gains (FCAT 2.0)	*[data excluded for privacy reasons]*		13%

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)	52	42%	45%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	43	35%	38%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	45	37%	40%

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	22	29%	32%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		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	62%	55%	No	66%
American Indian				
Asian				
Black/African American	58%	48%	No	62%
Hispanic	60%	52%	No	64%
White	68%	67%	No	72%
English language learners	43%	41%	No	49%
Students with disabilities	44%	27%	No	50%
Economically disadvantaged	57%	52%	No	61%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	77	31%	34%
Students scoring at or above Achievement Level 4	58	24%	27%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		70%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		25%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	105	43%	46%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	12	24%	26%

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	23	29%	31%
Students scoring at or above Achievement Level 4	20	25%	27%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		50%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		50%

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)	3		5
Participation in STEM-related experiences provided for students	88	100%	100%

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	92	19%	17%
Students retained, pursuant to s. 1008.25, F.S.	29	5%	4%
Students who are not proficient in reading by third grade	56	63%	58%
Students who receive two or more behavior referrals	71	12%	10%
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.	45	7%	5%

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

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

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase our parent participation and events that support the educational process.	409	81%	86%

Area 10: Additional Targets

Additional targets for the school

Specific Additional Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Increase Parent Involvement by 5%

G2. Increase the number of students that are proficient in writing by 5%

G3. Increase the number of students that are proficient in math by 10%

G4. Increase the number of students that are proficient in reading by 15%

G5. Increase the number of students that are proficient in science by 5%

Goals Detail

G1. Increase Parent Involvement by 5%

Targets Supported
- Parental Involvement

Resources Available to Support the Goal
- Translation Devices, All Westside staff members,Black-Board Connect

Targeted Barriers to Achieving the Goal
- Getting parents involved in school based activities.

Plan to Monitor Progress Toward the Goal

Increased parent involvement

Person or Persons Responsible
Tony Busin, Renee Jackson, All staff members

Target Dates or Schedule:
On going

Evidence of Completion:
Sign in Sheets, Agendas and Minutes, Surveys, Data

G2. Increase the number of students that are proficient in writing by 5%

Targets Supported
- Writing

Resources Available to Support the Goal
- Lucy Calkins writing materials and Professional Development.

Targeted Barriers to Achieving the Goal
- Students are not meeting state expectations on the FCAT writing.

Plan to Monitor Progress Toward the Goal

Data monitoring, Write Scores, School writing prompts.

Person or Persons Responsible
Leadership Team and teachers

Target Dates or Schedule:
on going

Evidence of Completion:
Collected data from writing prompts, FCAT writing,.

G3. Increase the number of students that are proficient in math by 10%

Targets Supported

Resources Available to Support the Goal
- Progress monitoring, data, Curriculum Nights, Online textbook tutorials

Targeted Barriers to Achieving the Goal
- The lack of knowledge for parents to help their students with homework. Lack of knowledge of math facts and math understanding of students.

Plan to Monitor Progress Toward the Goal

Data, Benchmarks, FCAT proficiency

Person or Persons Responsible
Tony Busin, Leadership Teams, and teachers

Target Dates or Schedule:
on going

Evidence of Completion:
Increased math proficiency

G4. Increase the number of students that are proficient in reading by 15%

Targets Supported

Resources Available to Support the Goal
- Benchmark tests, Probes (focus Quiz), AR program

Targeted Barriers to Achieving the Goal
- Students are not proficient in reading

Plan to Monitor Progress Toward the Goal

Agendas and minutes of PLCs, Data analysis, Benchmark tests, and Probes.

Person or Persons Responsible
Tony Busin, Leadership Teams, Teachers, and staff

Target Dates or Schedule:
On going

Evidence of Completion:
Benchmark tests, FCAT proficiency.

G5. Increase the number of students that are proficient in science by 5%

Targets Supported
- Science - Elementary School

Resources Available to Support the Goal
- EETT hardware resources, School Garden, experiments and labs.

Targeted Barriers to Achieving the Goal
- Students are not proficient in the field of science.

Plan to Monitor Progress Toward the Goal

Agendas and minutes of PLCs, and Data.

Person or Persons Responsible
Tony Busin, Leadership team, teachers, and staff

Target Dates or Schedule:
on going

Evidence of Completion:
Increased Proficiency and the FCAT Science

Action Plan for Improvement

Problem Solving Key

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

G1. Increase Parent Involvement by 5%

G1.B1 Getting parents involved in school based activities.

G1.B1.S1 Communicate all school events to community in multiple ways of communication. Black-Board connect, All letters in English and Spanish, Curriculum Nights, PTO involvement.

Action Step 1

Parent call outs, news letters, newspaper, school sign, letters in Spanish and english

Person or Persons Responsible

Tony Busin, Renee Jackson, All school staff and parents

Target Dates or Schedule

On going

Evidence of Completion

Call out evidence, copies of letters, agendas and minutes, Data Monitoring, Surveys

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

On going collection of eveidence

Person or Persons Responsible

Tony Busin, Renee Jackson

Target Dates or Schedule

On going

Evidence of Completion

Sign in sheets, agendas and Minutes, Surveys, Data.

Plan to Monitor Effectiveness of G1.B1.S1

Sign in sheets, agendas and Minutes, Data, Surveys.

Person or Persons Responsible

Tony Busin, Renee Jackson, All school staff

Target Dates or Schedule

On going

Evidence of Completion

increased parent involvement and sign in sheets

G2. Increase the number of students that are proficient in writing by 5%

G2.B1 Students are not meeting state expectations on the FCAT writing.

G2.B1.S1 Increase writing in all areas of instruction across the curriculum. Write Score Data. School-wide writing prompts throughout the school year.

Action Step 1

Lucy Calkins professional development

Person or Persons Responsible

All teachers

Target Dates or Schedule

On going

Evidence of Completion

agenda and sign in sheets, School-wide writing data, FCAT Writing test,

Facilitator:

Representative of Lucy Calkins Training teachers in PLCs/Train the trainers

Participants:

All teachers

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

Continued graded writing prompts

Person or Persons Responsible

Teachers and leadership

Target Dates or Schedule

on going

Evidence of Completion

Student writing samples and increased writing proficiency, FCAT writes

Plan to Monitor Effectiveness of G2.B1.S1

Classroom observations, student writing samples, Writing maps and Timelines, Data

Person or Persons Responsible

Leadership teams

Target Dates or Schedule

on going

Evidence of Completion

Increased proficiency of writing across all grade levels, FCAT writes

G3. Increase the number of students that are proficient in math by 10%

G3.B1 The lack of knowledge for parents to help their students with homework. Lack of knowledge of math facts and math understanding of students.

G3.B1.S1 Give parents the resources that can help them through the math process. On-line tutorial. Constant communication to parents, Curriculum nights, Small group instruction, and Constant Data Monitoring

Action Step 1

Curriculum Nights, Parents use of on-line tutorials

Person or Persons Responsible

Leadership team,parents and teachers

Target Dates or Schedule

on going

Evidence of Completion

sign in sheet and agendas, Minutes of PLC, logs of parent communication.

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

Parent surveys, increased parent involvement with homework, Data

Person or Persons Responsible

Tony Busin, Leadership Teams and teachers

Target Dates or Schedule

on going

Evidence of Completion

Increase in Math Proficiency on benchmark testing and FCAT math.

Plan to Monitor Effectiveness of G3.B1.S1

Data, Benchmarks, FCAT proficiency

Person or Persons Responsible

Tony Busin, Leadership Teams,and teachers

Target Dates or Schedule

On going

Evidence of Completion

Agendas and minutes of all PLCs, and Data.

G4. Increase the number of students that are proficient in reading by 15%

G4.B1 Students are not proficient in reading

G4.B1.S1 Students will use AR and meet goals throughout the year, Small group instruction, constant monitoring of core curriculum and Data.

Action Step 1

Progress monitor all data and address weaknesses as needed.

Person or Persons Responsible

Tony Busin, Leadership teams, and teachers

Target Dates or Schedule

on going

Evidence of Completion

agendas

Plan to Monitor Fidelity of Implementation of G4.B1.S1

Agendas and minutes of PLCs, Data driven instruction in the core curriculum and small groups.

Person or Persons Responsible

Tony Busin, Leadership Teams, and teachers and staff.

Target Dates or Schedule

on going

Evidence of Completion

Data and proficiency in reading

Plan to Monitor Effectiveness of G4.B1.S1

Data, agendas and minutes of PLCs

Person or Persons Responsible

Tony Busin, Leadership teams, teachers, and staff

Target Dates or Schedule

On going

Evidence of Completion

Proficiency in reading on the FCAT

G5. Increase the number of students that are proficient in science by 5%

G5.B1 Students are not proficient in the field of science.

G5.B1.S1 Students will raise organic foods in the school garden. Students will participate in experiments and labs. Students will use the hardware in the EETT grant.

Action Step 1

On going progress monitoring will occur throughout the year in the area of science.

Person or Persons Responsible

Tony Busin, Leadership Team, teachers and staff.

Target Dates or Schedule

on going

Evidence of Completion

Data, Agendas and minutes of PLC's.

Plan to Monitor Fidelity of Implementation of G5.B1.S1

Increased proficiency in science.

Person or Persons Responsible

Tony Busin, Leadership Teams, teachers, and staff

Target Dates or Schedule

on going

Evidence of Completion

Agendas and Minutes of PLCs, and Data monitoring

Plan to Monitor Effectiveness of G5.B1.S1

Data Monitoring,and FCAT Science.

Person or Persons Responsible

Tony Busin, Leadership Teams, teachers and staff

Target Dates or Schedule

on going

Evidence of Completion

Increased Proficiency on the FCAT Science

Coordination and Integration

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

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

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.

G2. Increase the number of students that are proficient in writing by 5%

G2.B1 Students are not meeting state expectations on the FCAT writing.

G2.B1.S1 Increase writing in all areas of instruction across the curriculum. Write Score Data. School-wide writing prompts throughout the school year.

PD Opportunity 1

Lucy Calkins professional development

Facilitator

Representative of Lucy Calkins Training teachers in PLCs/Train the trainers

Participants

All teachers

Target Dates or Schedule

On going

Evidence of Completion

agenda and sign in sheets, School-wide writing data, FCAT Writing test,

Appendix 2: Budget to Support School Improvement Goals