



Pam Stewart, Commissioner

2013-2014 SCHOOL IMPROVEMENT PLAN

Westside K 8 School

2551 WESTSIDE BLVD

Kissimmee, FL 34747

407-390-1748

www.osceola.k12.fl.us

School Demographics

School Type
Combination School

Title I
Yes

Free and Reduced Lunch Rate
77%

Alternative/ESE Center
No

Charter School
No

Minority Rate
68%

School Grades History

2013-14
B

2012-13
B

2011-12
A

2010-11
A

2009-10
B

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 K 8 School

Principal

Nadia Winston

School Advisory Council chair

Mr. Steven Curtis

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

Name	Title
Brandon Easton	Assistant Principal
Henry Santiago	Assistant Principal
Cherie Dowd	Reading Coach
Amanda Cowen	Learning Resource Specialist
Kimberly Azis	Learning Resource Specialist
Theresa Hall	Learning Resource Specialist
Desiree Houghton	Dean of Students
Chad Gresh	Dean of Students

District-Level Information

District

Osceola

Superintendent

Mrs. Melba Luciano

Date of school board approval of SIP

Pending

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

The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students, parents, and other business and community members who are representative of the ethnic, racial, and economic community served by the school. The majority of SAC members are not employed by the school district. The members thus far include the following:

Steve Curtis, Chair

Nadia Winston, Principal

Brandon Easton, Assistant Principal

Henry Santiago, Assistant Principal

Rosa Acosta-Hertzman, Secretary

Beverly Robinson, Treasurer
 Virginia Colvin, Grandparent
 Mona Curtis, Parent
 Christina Arrocha, Parent Jorge Astudillo, Parent
 Pablo Rodriguez, Parent Ama Brown-Fenton, Parent
 Laiza Gonzalez, Staff/Parent Cherie Dowd, Staff
 Marilyn Meyreles, Parent Kieley Bronaugh, Parent/Staff
 Polly B. Amato, Parent Joan Waite-Bulgin, Parent
 Torres, Parent/Staff Sandra LePage, Parent
 Daniel Curtis, Student Michael Curtis, Student
 Jessy Wellings, Parent Nicola Briddon, Parent
 Ilham Johnson, Parent Karina Gutierrez-Cruz, Parent
 Jessica Stewart, Teacher
 Kimberly Azis, Teacher

Involvement of the SAC in the development of the SIP

The School Advisory Council was given the data for the school as it relates to FCAT and other pertinent information. Information about the school grade and every academic area was presented. Representatives from the committee were given copies of the information and suggested goals for the 2013-14 school year. An opportunity for input and information was given. A parent sub-committee met to compile information to create the parent involvement plan (which is a section included in the parent involvement goal of the SIP). Another subcommittee compiled of parent, teachers and administrative staff members met to review data, discuss and create programs/intervention for the areas of discipline and attendance. These items will also be part of the school improvement plan.

Activities of the SAC for the upcoming school year

SAC will combine with other school groups such as the literacy council and science/math council in order to impact student achievement. Some of the activities include (but is not limited to):

Literacy Night
 Math/Science Night
 Education at the Park
 Parent Conference Night

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

School Improvement funds will go towards ensuring the payment of student group activities such as TSA and AVID. Funds will also assist in purchasing school-wide classroom computer programs in order to assist in raising the achievement of the students.

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

Not In Compliance

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

The School Advisory Council will continue to take steps to actively recruit members that reflect the demographic make-up of the school.

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

3

receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:**Nadia Winston**

Principal

Years as Administrator: 7

Years at Current School: 1

CredentialsEducation: Education Specialist in Educational Leadership,
Stetson

University

Master of Education in Secondary Education, University
of Florida

Bachelor of Arts in English, University of Florida

Certification: Professional Educator's Certificate, English (Grades
6-12)

Educational Leadership, All Levels

Performance RecordPrincipal of Highlands Elementary School in 2011-2012: Grade B.
Meeting High Standards in Reading 44%, Math 39%, Science
47%, Writing 89%.Principal of Highlands Elementary School in 2010-11: Grade A; %
Meeting High Standards in Reading: 72%, Math: 67%, Science
55% and Writing:87%. Percentage of students making Learning
Gains in Reading:68%, Math: 58%; Percentage of the lowest 25%
making learning gains in Reading: 65%; Math: 70% AYP:79%. We
met AYP criteria in the area of writing only. There were no
subgroups meeting AYP in the areas of Reading and Math.Principal of Highlands Elementary School in 2009-2010: Grade A;
% Meeting High Standards in Reading: 75%, Math: 69%, Science
48% and Writing:77%. Percentage of students making Learning
Gains in Reading:66%, Math: 62%; Percentage of the lowest 25%
making learning gains in Reading: 54%; Math: 78%. AYP:74%.We met AYP criteria in the area of writing only. There were no
subgroups meeting AYP in the areas of Reading and Math.Principal of Highlands Elementary School in 2008-2009: Grade A;
% Meeting High Standards in Reading: 75%, Math: 71%, Science
57% and Writing:81%. Percentage of students making Learning
Gains in Reading:71%, Math: 71%; Percentage of the lowest 25%
making learning gains in Reading: 65%; Math: 72%. AYP:95%.

ELL and SWD did not meet AYP in the area of Reading.

Brandon Easton

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

Education: Masters in Educational Leadership, Stetson University
 Bachelor of Arts in Early Childhood Education, Ohio Northern University
 Certification: Professional Educator's Certificate, Elementary Education K-6
 Educational Leadership, All Levels

Performance Record

Assistant Principal of Westside K-8 School in 2012-2013: Grade B. Meeting High Standards in Reading 51%, Math 39%, Science 37%, Writing 59%. Percentage of students making learning Gains in Reading 62%, Math 49%; Percent of lowest 25% making learning gains in Reading:53%, Math 47%.

Henry Santiago

Asst Principal

Years as Administrator: 1

Years at Current School: 1

Credentials

Education: Masters in Educational Leadership, Stetson University
 Bachelor of Arts in Elementary Education, University of Central Florida
 Certification: Professional Educator's Certificate, Elementary Education Grades k-5
 Educational Leadership, All Levels

Performance Record

This will be the first year as an administrator.

Instructional Coaches**# of instructional coaches**

1

receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Cherie Dowd

Full-time / School-based

Years as Coach: 2

Years at Current School: 2

Areas

Reading/Literacy

Credentials

Bachelor of Science Degree in Education - Southeast Missouri State University, Cape Girardeau
 Master of Science Degree in Education, College of Curriculum and Instruction - University of Missouri-Columbia
 Post Master Degree work Early Childhood Education – University of Missouri-Columbia
 Elementary Education K-6 Certification
 Art Education K-12
 ESOL Endorsement
 Gifted Endorsement
 Reading Endorsement (12/13 anticipated completion date- Competency 5 currently in progress)
 LFS
 PLC
 Number of Years as a Coach/LRS
 Completed 1 year, 2nd in progress
 Number of Years at Current School
 4 completed years, 5th in progress

Performance Record

Reading Coach of Westside K-8 School in 2012-2013: Grade B.
 Meeting High Standards in Reading 51%, Math 39%, Science 37%, Writing 59%. Percentage of students making learning Gains in Reading 62%, Math 49%; Percent of lowest 25% making learning gains in Reading:53%, Math 47%.

Classroom Teachers**# of classroom teachers**

94

receiving effective rating or higher

48, 51%

Highly Qualified Teachers

100%

certified in-field

62, 66%

ESOL endorsed

43, 46%

reading endorsed

14, 15%

with advanced degrees

28, 30%

National Board Certified

3, 3%

first-year teachers

5, 5%

with 1-5 years of experience

50, 53%

with 6-14 years of experience

37, 39%

with 15 or more years of experience

2, 2%

Education Paraprofessionals**# of paraprofessionals**

19

Highly Qualified

19, 100%

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

20

receiving effective rating or higher

20, 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

Westside K-8 School will continue to utilize the district led recruitment activities such as the school district job fair, Great Florida Teach In, and other Fairs to recruit teachers to our school. In order to retain highly qualified staff members, we will continue to implement our mentor program and professional development programs.

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

Westside K-8 will create a complete mentor program. New teachers to the school as well as brand new teachers will be invited to monthly meetings where they will be oriented to various aspect of the school and items in relation to their school duties. This includes mandatory items such as progress reports, report cards. This will also be a time for collaboration between new teachers and their mentors. Other mentoring activities include professional development specific to brand new teachers and their needs. Teachers were paired up according to their grade level or subject area in which they teach. The mentors could include a curriculum coach or Learning Resource Specialist. The list is as follows:

NEW TEACHER MENTOR

Brown, Candice Paul Dunn/Beverly Robinson
 Bunosfky, Lisa Katrina Dodd
 Buzzelli, Julie Ailin Zimmer
 Celio, Michele Babita Persuad
 Ciola, Ashley Daniel Torress
 Cornett, Ashley Cheri Dowd
 Crabtree, Claire Daniel Pennington
 Eagan, Katie Katie Harriston
 Eveland, Sally Christina DeRienzo
 Fedchenko, Jennifer Karen Gorthey
 Garcia, Nelson Kim Azis
 Kincade, Heather Elaine Martin
 Kinsman, Gwendloyn Sarah Mayrose
 Link, Kim Nancy Roehenbach
 Mallozzi, Amanada Margaret Milkanin
 Miller, Robert Ailin Zimmer
 Muzika, Jennifer Christina DeRienzo
 Pryor, Mary Jennifer Vogt
 Rucker, Jennifer Elizabeth Moore
 Shaeffer, Tina Shawna Wachter
 Toney, Phillip Alexander Barth
 Velotti, Andrea Michelle Morgan

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 MTSS/Problem-solving Team will examine school-wide data together and in subcommittees to identify areas (course, teachers, grade levels, etc.) in need of assistance in Tier 1. We will use the Problem-Solving outline for Tier 1 to evaluate what problems (low achievement, attendance, high rate of referrals), resources (funding, paraprofessional assistance, curriculum resources), and solutions exist. We will then create action plans for addressing these needs. We will use the same methods to identify individual and small group needs for the upper tiers of MTSS.

We will utilize teacher surveys, historical data, and walkthrough data to determine Professional Development needs of teachers in order to support them. We will pull on district personnel, resource teachers, and outside entities to provide necessary supports for building teacher capacity in the identified areas of need (identified by teachers as well as data examination).

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

Each SBLT member serves on the MTSS/Problem-Solving team, as well as one or more MTSS Subcommittees. The Problem-Solving team looks at a variety of school-wide data and meets monthly. The subcommittees also meet monthly to look at data in their respective areas to make action plans for improvements to Tier 1, grouping of students in need in Tier 2, and intervention plans for students needing Tier 3 Individual interventions. The subcommittees are as follows:

K-2 Academics - Dowd, Math/Science Coach, Santiago, Winston, Cowen

3-5 Academics - Dowd, Math/Science Coach, Santiago, Winston, Cowen

6-8 Academics - Azis, Hall, Math/Science Coach, Easton, Winston, Cowen

K-5 Behavior and Attendance- Houghton, Fender, High, Santiago, Winston, Cowen

6-8 Behavior and Attendance - Gresh, Vergon, Easton, Winston, Cowen

Members are responsible for examining data, participating in meetings, serving as resources to teachers, and reporting on their area at MTSS/Problem-Solving Team meetings.

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

MTSS Team members will check in frequently with teachers and PLCs on interventions provided, as well as require documentation in terms of parent contact and attendance (Intervention Documentation worksheets). The leadership team will use progress monitoring data to determine the effectiveness of interventions being provided and core instruction, and make changes, provide resources, and intervene as necessary. PLC Facilitators will also be invited to be a part of the MTSS Subcommittees for their respective areas.

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

We will utilize the following management systems and sources of data:

ODMS and the ODMS Early Warning System

Pinnacle grades

FCAT Reports

Progress Monitoring through: STAR Reading and Math, Think Central assessments, Data Director assessments

Teacher-created assessments

Unit and Benchmark assessments

Walkthrough data collected by Leadership team

Teacher reports

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

Staff:

- Train all staff members in small groups during Tuesday Pow-Wow's on the MTSS/RtI:

Topic: Overview of MTSS – Changes and Procedures

Audience: Grade Level/Department Groups

Date Completed: September 17, 2013 – Pow-Wows

- Assist all staff members in developing a Data Binder specific to the students they serve. Data binder contents will include AMO and demographic information, SWD and ELL information, Assessment and Progress monitoring information, Small Group lesson plans, PLC notes.

Topic: Data Binder Development

Audience: Grade Level/Department Groups

Date Completed: September 24, 2013 – Pow-Wows

- Examine school-wide FCAT data from the previous year to identify areas of great concerns and share goals of the SIP

Topic: School-wide Data Review

Audience: All faculty and staff

Date completed: September 25, 2013

- Train teachers on how to pull data reports from various sources including STAR, Think Central, ODMS

Topic: Data sources and reports

Audience: Grade Level/Department Groups

Date: October 1, 2013

- PLC Facilitators will participate in training to develop their skills in collecting and analyzing data with

grade level/department teams. Facilitators will be training on how to lead the discussion on examining data, identifying areas of concern, planning interventions, and developing common assessments for the purposes of Progress Monitoring.

Topic: PLC Facilitator Training

Audience: PLC Facilitators K-8

Date: TBD

Training will continue at multiple levels as follows:

School-wide – We will utilize faculty meetings to examine school-wide data with the entire faculty to keep up to date with our goals and initiatives.

Grade Level/Department Teams – We will utilize Tuesday Pow-wows and PLC meetings to continue the development of teacher capacity as it relates to collecting and examining data, as well as using it to inform our instruction.

PLC Facilitators – will continue to meet monthly to build deeper understanding of using data and facilitating data discussions.

Parents:

School Advisory Council – Data will be presented, explained and examining throughout the year as assessments are completed. A data-review will be conducted at the beginning of the year to go over information from the previous school-year.

Parent/Teacher Conferences – Teachers will use data to inform parents of their child's progress.

Teachers will explain to parents how the data was collected and what it means.

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:** 5,400

Elementary age students in grades 3-5 will receive remediation in the areas of reading and math. For reading and math, this remediation will take place 3 days a week for 45 minutes a day (M, T and TH). The lowest 25th percent, ELL, ESE and retained students will be targeted in such an intervention. Students in grades 6-8 will receive assistance during the day (in some cases during their elective classes) using a waiver provision. This will take place three times a week for approximately 45 minutes each day. The students targeted will also be the lowest 25 percent, ELL, ESE, and retained students.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

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

At the start of the program, a pretest will be given to assess student pre-requisite skills in the area that they will receive the assistance. This will give teachers more baseline data to use in the intervention time frame. STAR math and reading data will be collected and monitored on a bi-weekly basis to check for student progress during the program. At the end of the program, a post-assessment will be given to assess student progress.

Who is responsible for monitoring implementation of this strategy?

Both assistant principals and the teachers conducting the tutoring will be responsible for monitoring implementation of the strategy listed.

Literacy Leadership Team (LLT)**Names and position titles of the members of the school-based LLT**

Name	Title
Nadia Winston	Principal
Cherie Dowd	Reading Coach
Kimberly Azis	Learning Resource Specialist

How the school-based LLT functions

The Literacy Leadership Team will focus meetings around one question: How do we develop and maintain a reading program that will bring out the best in our schools, teachers, and in our students and bring up our achievement in reading? The team meets once a month to engage in the following activities: Review universal screening data and link to instructional decisions; review process monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks in reading, at moderate risk or at high risk for not meeting benchmarks in reading. Based on the above information, the team will identify professional development and resources. The team will also collaborate regularly, problem solve, share effective practices, plan reading activities, 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 implementations. The roles on the team includes the following:

Principal- Establishing a focus on data driven decision making, ensures that the school-based team is

implementing reading curriculum with fidelity, conducts assessment of reading skills of school staff, ensures implementation of intervention support and documentation, ensures adequate professional development to support reading implementation, and communicates with parents regarding reading plans and activities.

Assistant Principal- Participates in collection, interpretation and analysis of data; facilitates development of intervention plans; provides support for intervention fidelity and documentation; provided professional planning, and program evaluation; facilitates data-based decision making activities.

Select General Education Teachers- Participates in student data collection, collaborates with other staff to implement reading activities and interventions, and integrates materials/instruction with various activities.

Instructional Reading Coach/LRS- Leads Literacy Leadership Meetings, evaluates school reading 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 reading intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk"; assists in implementation of reading programs and activities, progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; provides support for assessment and implementation monitoring. Provides guidance on K-12 reading plan; facilitates and supports data collection activities; assists in data analysis; provides professional development and technical assistance to teachers regarding data-based instructional planning; supports the implementation of intervention plans.

Major initiatives of the LLT

The major initiatives of the Literacy Leadership Team this year will be to increase the motivation of students (and parents) in the area of reading and to increase the overall reading achievement of all students. This includes increasing the number of students achieving high standards in reading, increasing the learning gains of students in reading and increasing the lowest 25% of students in the area of reading. Our literacy leadership team realizes that when the reading achievement is increased, this will positively impact the science scores as the science portion of the FCAT requires high levels of reading and reading comprehension strategies/skills. This will also impact future Social Studies EOC exams.

Every Teacher Contributes to Reading Instruction

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

First and foremost, the school will ensure systematic training in the area of reading or reading strategies for all areas. This includes different departments such as math, science and social studies. The school will monitor for implementation of such strategies across the entire school through weekly walkthroughs and student progress monitoring data. Information gleaned from the trend data and progress monitoring data will lead to implementation of further training as needed.

Review universal screening data and link to instructional decisions; review process monitoring data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks in reading, at moderate risk or at high risk for not meeting benchmarks in reading. Based on the above information, the school will identify professional development and resources. The school will problem solve, share effective practices, plan reading activities, evaluate implementation, make decisions, and practice new processes and skills in the area of reading. The school will also facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation of various reading items designed to improve aspects of reading achievement in every subject area. The school will also implement a series of modeling time frames and instructional rounds in order to create a common understanding and language with regards to reading instruction and strategies. With a schoolwide focus on reading and strategy implementation, we will see improvement.

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

Two full time VPK units are on our school campus this school year to help students transition to Kindergarten. The program assists in increasing proficiency in basic pre-kindergarten skills, preparing students for Common Core Standards and developing the necessary social skills for school. We will assist in preschool transition into kindergarten through use of our kindergarten round up program. Through this program, we bring students to kindergarten classes for orientation in Spring. In addition, we will be implementing the district screener for reading and math which will allow for us to properly place students in kindergarten. In the late spring, we will allow for some VPK student to experience a kindergarten day by pushing into the kindergarten classrooms in a rotational process. These students will experience a full kindergarten day including transition to block classes and the like.

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	62%	51%	No	66%
American Indian	75%	0%	No	78%
Asian	58%	0%	No	63%
Black/African American	58%	48%	No	62%
Hispanic	55%	44%	No	60%
White	70%	62%	No	73%
English language learners	41%	30%	No	47%
Students with disabilities	36%	21%	No	42%
Economically disadvantaged	58%	47%	No	62%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	252	24%	39%
Students scoring at or above Achievement Level 4	259	25%	30%

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%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	645	62%	82%
Students in lowest 25% making learning gains (FCAT 2.0)	161	53%	73%

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)		44%	64%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)		25%	45%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)		24%	44%

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	176	59%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	<i>[data excluded for privacy reasons]</i>		10%

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	53%	39%	No	58%
American Indian	67%	0%	No	70%
Asian	82%	0%	No	84%
Black/African American	50%	22%	No	55%
Hispanic	46%	34%	No	51%
White	63%	54%	No	67%
English language learners	41%	24%	No	47%
Students with disabilities	33%	14%	No	40%
Economically disadvantaged	51%	34%	No	56%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	218	22%	42%
Students scoring at or above Achievement Level 4	91	13%	33%

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>		30%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		10%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains		49%	69%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)		47%	67%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	<i>[data excluded for privacy reasons]</i>		
Middle school performance on high school EOC and industry certifications	<i>[data excluded for privacy reasons]</i>		

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	38	100%	100%
Students scoring at or above Achievement Level 4	18	47%	67%

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	149	37%	47%
Students scoring at or above Achievement Level 4	21	14%	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>		20%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		10%

Middle School Science**Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	29	18%	28%
Students scoring at or above Achievement Level 4	32	21%	26%

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>		10%
Students scoring at or above Level 7	<i>[data excluded for privacy reasons]</i>		10%

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	68	5%	10%

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			
Students retained, pursuant to s. 1008.25, F.S.	46	3%	1%
Students who are not proficient in reading by third grade	30	2%	1%
Students who receive two or more behavior referrals			
Students who receive one or more behavior referrals that lead to suspension, as defined in s.1003.01(5), F.S.			

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	125	26%	6%
Students who fail a mathematics course	64	14%	4%
Students who fail an English Language Arts course	25	5%	2%
Students who fail two or more courses in any subject	43	9%	5%
Students who receive two or more behavior referrals	230	48%	28%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	48	10%	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

Our Parent Involvement Plan outlines our strategy to increase parental involvement at Westside K-8 School.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
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Area 10: Additional Targets**Additional targets for the school****Specific Additional Targets**

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

- G1.** All teachers will implement effective Standards Based Instruction including strategies and accommodations/modifications for ELL and SWD students.
- G2.** Improving Culture of the school to stabilize the staff.

Goals Detail

G1. All teachers will implement effective Standards Based Instruction including strategies and accommodations/modifications for ELL and SWD students.

Targets Supported

- 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, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- Science
- Science - Elementary School
- Science - Middle School
- EWS
- EWS - Elementary School
- EWS - Middle School

Resources Available to Support the Goal

- Learning Resource Specialists Literacy Coach Math/Science Coach District Resource Staff
- Bound FCAT Test specs Team Planning Times PLCs Professional Development Calendar
- CPALMS site FCAT test Specs CIM Calendar samples

Targeted Barriers to Achieving the Goal

- Increase knowledge of blended standards
- Multiple Initiatives

Plan to Monitor Progress Toward the Goal

Walkthrough data & Progress Monitoring Data

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule:

Bi-Weekly to Monthly

Evidence of Completion:

Trend data proves teacher instruction aligned to standards Progress Monitoring Data proves an increase in student achievement (K-8 STAR data, Science Benchmark Data, Social Studies benchmark data, K-8 STAR Math data)

G2. Improving Culture of the school to stabilize the staff.**Targets Supported**

- 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, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation

Resources Available to Support the Goal

- Teacher attendance- Gift Cards
- Mentor Program
- PLC calendar
- Professional Development Calendar
- Team Planning Times
- Shout out Board
- Surveys
- Literacy Coach
- LRSs
- District ESE staff
- District ESOL resource staff
- Business Partners
- OASIS volunteers

Targeted Barriers to Achieving the Goal

- Lack of On-Boarding process for new hires
- Differentiation of professional development by teacher need
- Teacher Buy-In
- Multiple Initiatives

Plan to Monitor Progress Toward the Goal

Teacher celebrations

Person or Persons Responsible

Administration

Target Dates or Schedule:

Faculty meetings (monthly), weekly newsletter

Evidence of Completion:

spreadsheet and tally of celebrated staff members monthly

Action Plan for Improvement

Problem Solving Key

G = Goal

B = Barrier

S = Strategy

G1. All teachers will implement effective Standards Based Instruction including strategies and accommodations/modifications for ELL and SWD students.

G1.B1 Increase knowledge of blended standards

G1.B1.S1 Develop a more comprehensive understanding of the blended common core and NGSSS standards and benchmarks for their respective area or grade level. -Outfit every teacher with the course descriptions from CPALMS and FCAT Test Specs (bound copies) -Begin training teachers on what the test specs are and how to create a CIM calendar based on the standards. -Cross reference with district scope and sequence -Use Open Wednesday and P.O.W.W.O.W Tuesday training time frames to reinforce understanding of the standards and how to implement lessons based on standards -Develop calendar for Tue and Thur collaborative planning time frames -Use every 1st and 3rd Wednesday for PLC sessions to dig deeper into data (whether or not the students are attaining the concepts from the standards) -In training sessions, learn how to plan from the standards and create learning goals/scales from the standards (and use common planning time to do so efficiently and effectively)

Action Step 1

Training related to standards and FCAT Test Specs

Person or Persons Responsible

Resource staff

Target Dates or Schedule

October 18th, October 21st, subsequent training days

Evidence of Completion

PD Plan revised Training sign in sheets

Facilitator:

District Resource Staff member - Ballard Reading Coach- Cherie Dowd LRS- Kimberly Azis

Participants:

All teachers

Action Step 2

Meet with each collaborative planning team to discuss walk through trends and student assessment data to gauge standards based instruction implementation and effectiveness.

Person or Persons Responsible

Administration Resource staff

Target Dates or Schedule

Weekly (based on grade level or department meeting times)

Evidence of Completion

Walk through trend data Student STAR data

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

Walkthrough data

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

October 10th - throughout the year

Evidence of Completion

Trend data shows teachers on proper standard Student progress monitoring data shows increase in respective areas

Plan to Monitor Effectiveness of G1.B1.S1

Student progress monitoring data

Person or Persons Responsible

Administration and resource staff

Target Dates or Schedule

Second administration of progress monitoring tools

Evidence of Completion

Progress monitoring data (STAR reading, math and science progress monitoring)

G1.B1.S2 Streamline professional development and correlate with Grade Level or Department Planning and PLCs -Revamp Professional Development calendar to spiral information related to standards and standards based instruction -Set up expectations for classroom walkthroughs related to items given during trainings. -Use funds to provide extra time if needed to plan lessons that are directly related to standards

Action Step 1

PD Calendar

Person or Persons Responsible

School Based Leadership Team

Target Dates or Schedule

October 9, 2013

Evidence of Completion

Revised Professional Development Calendar

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

Attendance to professional development

Person or Persons Responsible

Administrator

Target Dates or Schedule

Monthly

Evidence of Completion

Professional development sign in documentation

Plan to Monitor Effectiveness of G1.B1.S2

Increased attendance to professional development offerings

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Professional development sign in documentation

G1.B4 Multiple Initiatives

G1.B4.S1 Prioritize initiatives and trainings on comprehensive calendar.

Action Step 1

Comprehensive school initiatives/PD calendar

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Oct. 21st

Evidence of Completion

Completed calendar

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Comprehensive Initiative/PD calendar

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Oct. 21st

Evidence of Completion

Posted calendar for teachers

Plan to Monitor Effectiveness of G1.B4.S1

Complete comprehensive calendar

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Oct. 21st

Evidence of Completion

Posted calendar for instructional staff members

G2. Improving Culture of the school to stabilize the staff.

G2.B1 Lack of On-Boarding process for new hires

G2.B1.S1 Create systematic and structured new teacher (new to school and new to teaching) mentoring program

Action Step 1

Teacher mentoring program

Person or Persons Responsible

Theresa Hall and resource staff

Target Dates or Schedule

Monthly

Evidence of Completion

New mentor sign in sheet

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

Participation logs

Person or Persons Responsible

Theresa Hall and Admin

Target Dates or Schedule

Monthly

Evidence of Completion

Increased and stable attendance

Plan to Monitor Effectiveness of G2.B1.S1

Activity sign in sheets

Person or Persons Responsible

Theresa Hall

Target Dates or Schedule

Monthly

Evidence of Completion

Increased attendance/ stable attendance

G2.B3 Differentiation of professional development by teacher need

G2.B3.S1 Conduct teacher professional development needs assessment survey

Action Step 1

Teacher Professional Development survey

Person or Persons Responsible

Administration

Target Dates or Schedule

September 25th

Evidence of Completion

Totals from survey

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

Completed surveys

Person or Persons Responsible

Administration

Target Dates or Schedule

September 25th

Evidence of Completion

Final counts and tallies from survey

Plan to Monitor Effectiveness of G2.B3.S1

Completed surveys

Person or Persons Responsible

Administration

Target Dates or Schedule

Sept 25

Evidence of Completion

List of professional development based on surveys

Plan to Monitor Fidelity of Implementation of G2.B5.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G2.B5.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G2.B5 Teacher Buy-In

G2.B5.S2 Develop and idea of what a model classroom looks like with teacher assistance.

Action Step 1

Train teachers on model classroom

Person or Persons Responsible

Resource staff

Target Dates or Schedule

Oct. 8th

Evidence of Completion

Teacher reflection sheets

Facilitator:

Cherie Dowd and Kim Azis

Participants:

Teachers K-8

Plan to Monitor Fidelity of Implementation of G2.B5.S2

Classroom walkthrough data

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Weekly

Evidence of Completion

Trend proves classrooms with model items

Plan to Monitor Effectiveness of G2.B5.S2

Classroom walkthroughs

Person or Persons Responsible

leadership staff

Target Dates or Schedule

Weekly

Evidence of Completion

Increase in model classrooms

G2.B5.S3 Conduct teacher and student survey of needs.

Action Step 1

Teacher/student surveys

Person or Persons Responsible

Administration

Target Dates or Schedule

September 25th

Evidence of Completion

Completed surveys

Plan to Monitor Fidelity of Implementation of G2.B5.S3

Survey data

Person or Persons Responsible

Administration

Target Dates or Schedule

Sept. 25

Evidence of Completion

Use of information from surveys

Plan to Monitor Effectiveness of G2.B5.S3

Data on participation in activities/ use sign in data

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Teacher/ student increase in participation

G2.B5.S4 Develop PD based on teacher needs.

Action Step 1

Professional Development Survey

Person or Persons Responsible

Administration

Target Dates or Schedule

September 25

Evidence of Completion

Completed surveys

Plan to Monitor Fidelity of Implementation of G2.B5.S4

Implementation of professional development

Person or Persons Responsible

Resource staff

Target Dates or Schedule

Monthly

Evidence of Completion

Participation logs

Plan to Monitor Effectiveness of G2.B5.S4

Participation logs

Person or Persons Responsible

Resource staff

Target Dates or Schedule

Monthly

Evidence of Completion

Increase in participation of professional development per logs.

G2.B5.S5 Develop a progress monitoring plan.

Action Step 1

Comprehensive Calendar with progress monitoring plan

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Oct. 21st

Evidence of Completion

Posted calendar for staff

Plan to Monitor Fidelity of Implementation of G2.B5.S5

Posted Comprehensive progress monitoring plan/calendar

Person or Persons Responsible

leadership team

Target Dates or Schedule

Monthly

Evidence of Completion

Completion of scheduled progress monitoring by teachers

Plan to Monitor Effectiveness of G2.B5.S5

Progress Monitor checks

Person or Persons Responsible

Leadership team/ testing coordinator

Target Dates or Schedule

Monthly

Evidence of Completion

Timely completion per testing logs (by teacher) & data binder updates

G2.B9 Multiple Initiatives

G2.B9.S1 Create comprehensive calendar to prioritize/organize initiatives into manageable chunks

Action Step 1

Prioritized initiative/calendar

Person or Persons Responsible

Leadership team

Target Dates or Schedule

October 21st

Evidence of Completion

Completed calendar

Plan to Monitor Fidelity of Implementation of G2.B9.S1

Check of completed prioritized items

Person or Persons Responsible

Leadership team

Target Dates or Schedule

Monthly

Evidence of Completion

Implementation of initiative as seen via walk-through data and meeting data

Plan to Monitor Effectiveness of G2.B9.S1

Teacher survey information

Person or Persons Responsible

Leadership team

Target Dates or Schedule

End of semester 1

Evidence of Completion

Survey 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: Services are provided to ensure students requiring additional remediation are assisted through extended learning opportunities such as before school, after school, Saturday and summer school programs. The district coordinates with Title II and in ensuring staff development needs are provided. Extra personnel are provided through these programs such as Math coaches and reading coaches to develop and lead programs based on Common Core standards curriculum/ behavior assessment and intervention approaches.

Title I, Part C- Migrant: When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students if enrolled at our school. These students will be afforded the same opportunities as all students. The liaison coordinates with Title I and other programs to ensure the student needs are met.

Title I - Part D: When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II- Professional Development is provided for PDA+, Math Solutions, and Marzano Research Laboratory. It is also used to focus on Professional Learning Community (PLC) development and facilitation, as well as Lesson Study Group implementation.

Title III- Services are provided through the district for education materials and ELL district support services to improve the education of immigrant and English Language Learners.

Title X- Homeless: To help eliminate barriers for education the District Homeless Education Liaison works with the school Fit Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the liaison provides health and academic referrals as well as vouchers for resources such as but not limited to shows, transportation, and school physicals.

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. All teachers will implement effective Standards Based Instruction including strategies and accommodations/modifications for ELL and SWD students.

G1.B1 Increase knowledge of blended standards

G1.B1.S1 Develop a more comprehensive understanding of the blended common core and NGSSS standards and benchmarks for their respective area or grade level. -Outfit every teacher with the course descriptions from CPALMS and FCAT Test Specs (bound copies) -Begin training teachers on what the test specs are and how to create a CIM calendar based on the standards. -Cross reference with district scope and sequence -Use Open Wednesday and P.O.W.W.O.W Tuesday training time frames to reinforce understanding of the standards and how to implement lessons based on standards -Develop calendar for Tue and Thur collaborative planning time frames -Use every 1st and 3rd Wednesday for PLC sessions to dig deeper into data (whether or not the students are attaining the concepts from the standards) -In training sessions, learn how to plan from the standards and create learning goals/scales from the standards (and use common planning time to do so efficiently and effectively)

PD Opportunity 1

Training related to standards and FCAT Test Specs

Facilitator

District Resource Staff member - Ballard Reading Coach- Cherie Dowd LRS- Kimberly Azis

Participants

All teachers

Target Dates or Schedule

October 18th, October 21st, subsequent training days

Evidence of Completion

PD Plan revised Training sign in sheets

G2. Improving Culture of the school to stabilize the staff.

G2.B5 Teacher Buy-In

G2.B5.S2 Develop and idea of what a model classroom looks like with teacher assistance.

PD Opportunity 1

Train teachers on model classroom

Facilitator

Cherie Dowd and Kim Azis

Participants

Teachers K-8

Target Dates or Schedule

Oct. 8th

Evidence of Completion

Teacher reflection sheets

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
	Total	\$0

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Program	Total
		\$0
Total		\$0

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. All teachers will implement effective Standards Based Instruction including strategies and accommodations/modifications for ELL and SWD students.

G1.B1 Increase knowledge of blended standards

G1.B1.S1 Develop a more comprehensive understanding of the blended common core and NGSSS standards and benchmarks for their respective area or grade level. -Outfit every teacher with the course descriptions from CPALMS and FCAT Test Specs (bound copies) -Begin training teachers on what the test specs are and how to create a CIM calendar based on the standards. -Cross reference with district scope and sequence -Use Open Wednesday and P.O.W.W.O.W Tuesday training time frames to reinforce understanding of the standards and how to implement lessons based on standards -Develop calendar for Tue and Thur collaborative planning time frames -Use every 1st and 3rd Wednesday for PLC sessions to dig deeper into data (whether or not the students are attaining the concepts from the standards) -In training sessions, learn how to plan from the standards and create learning goals/scales from the standards (and use common planning time to do so efficiently and effectively)

Action Step 1

Training related to standards and FCAT Test Specs

Resource Type

Evidence-Based Program

Resource

Funding Source

Amount Needed