

Escambia Westgate Center

10050 ASHTON BROSNAHAM RD, Pensacola, FL 32534

[no web address on file]

School Demographics

School Type	Title I	Free/Reduced Price Lunch
Combination	Yes	%

Alternative/ESE Center	Charter School	Minority
Yes	No	%

School Grades History

Year
Grade

School Board Approval

This plan is pending approval by the Escambia County School Board.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, 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 Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system 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 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 three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

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 three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	1	Melissa Ramsey
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of Escambia Westgate School is to provide individualized programs of education excellence in a safe learning environment while exposing students to various modern technologies and effective instructional techniques. We promote continuous parent and community involvement in school functions and decisions. Escambia Westgate is committed to encouraging the development of practical living skills and positive interpersonal relations to prepare students for the challenges of the future.

Provide the school's vision statement

Create a school where parents want to send their children, students want to learn, teachers want to teach and employees want to work.

School Environment

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

The teachers strive to develop positive interpersonal relationships with the families and students that will meet the students current needs in respect to the students' culture and individual learning needs as well as prepare the student for the challenges of the future.

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

Students will be supervised by a teacher at all times. Teachers work to develop a safe and happy classroom environment that encourages and respects each individual child. Students have teacher supervision in the classroom, lunchroom, during transition time to and from school and on the playground. Teachers and staff are trained in proactive behavior management of Crisis Prevention Instruction. Students abilities and individual needs are acknowledged and respected. Bullying of any kind is strictly prohibited and staff are trained in prevention measures.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Teachers and staff are trained in proactive behavior management of Crisis Prevention Instruction. Students abilities and personalities are acknowledged and respected. Bullying of any kind is strictly prohibited and staff are trained in prevention measures. Individual Behavioral Plans and Functional Behavioral Interventions are utilized as necessary means to keep the student and others safe and protected as well as establish a safe and nurturing learning environment. Behavior specialists and assistants are trained in all areas of these procedures to maintain these procedures. Teachers are expected to establish and maintain clear and understandable rules and procedures for the classroom.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Each student has an Individual Education Plan (IEP) that addresses the students' social and emotional goal. Data is kept on a regular basis by classroom teacher and other staff as necessary to ensure the child's progress and work toward this goal (s). The IEP team will meet on a regular basis to check on progress toward this goal and what intervention or help may be needed.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

N/A

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

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

Indicator	Grade Level												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	1	7	6	7	6	2	4	5	6	7	3	13	67
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	1	7	6	7	6	2	4	5	6	7	3	13	67

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

The students at Escambia Westgate that have been identified by the early warning system are contacted by teacher and administration to facilitate the student returning back to school. School staff communicate with families and students about missed school work while student was absent. School staff also keep in contact with families with students who miss excessive school days to utilize a visiting teacher to help keep student current with school work.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Seek involvement by maintaining parent involvement at 92% for Westgate parents/guardians/grandparents invited to an individual education plan (IEP) through attendance or phone conference.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

Escambia Westgate has an established School Advisory Council. The membership includes parents, teachers, administrators and community partners. The School Advisory Council performs the duties mandated for School Advisory Councils by the State of Florida. The SAC provides stakeholders (parents, teachers, educational support employees and community partners) of Escambia Westgate the opportunity to give input to the school improvement process. The SAC acts as a forum for discussion on issues important to the school as a whole that includes but is not limited to securing and utilizing resources to support the school as well as student achievement.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Colburn, Teresa	Principal
Lawson-Sellers, Jobenna	Assistant Principal
Watson, Phyllis	Other
Bates, Amy	Teacher, Career/Technical

Duties

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

The Leadership Team with the School Advisory Council (SAC) and Principal will help develop the SIP. The Team provided data on academic and social/emotional areas needs, helped set clear expectations for instruction, facilitated the development of a systemic approach to teaching and aligned procedures.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The Leadership Team will focus meetings on developing and maintaining a problem-solving process to encourage and support high achievement in our teachers, staff and students. The team will meet bi-monthly to review data and collaborate, problem solve, share effective practices, evaluate implementation, make decision and practice new processes and skills.

Title 1, Part A

Funds are used to supplement instruction in the classroom by : purchasing more computers, smart technology, software programs, assistive technology, communication devices and classroom supplies.

The district coordinates with the Title II and Title III ensuring staff development needs are provided.

Title 1 Part C Migrant

Migrant Liaison provides services and support to students and parents. The liaison coordinates with Title 1 and other programs to ensure student needs are met. After thorough checking of Migrant Student Information Exchange (MSIX) system and our local Student Data Base, we have determined that there are three migrant students at Escambia Westgate. We provide assistance with nutrition, health and wellness, and additional curriculum support.

Title 1 Part D

Services to neglected and delinquent students are provided by various district-operated programs. These services are overseen by the Title 1 office. Our school does not service Title 1, Part D students.

Title II

Professional Development is offered at both the school and district level. Please see each goal area for specific professional development activities.

Title III

Escambia Westgate does not currently serve any ELL students. Services for English Language Learners (ELL) are provided as required by law. Several ESOL centers are provided at various key locations in the district. Students who do not attend centrally located school based sites attend their zoned school where ESOL endorsed teachers provide services. All teachers who serve ELL identified students have ESOL endorsement on their teaching certificates.

Title X -Homeless

The School works with the district Homeless Coordinator to provide resources (clothing, school supplies, social services referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. This program is overseen by the District Title I Office. At Escambia Westgate we have identified 2 homeless students and provide additional assistance to these students and their families.

Supplemental Academic Instruction (SAI)

Supplemental Academic Instruction (SAI) funds were reduced and/or eliminated from our school's budget. In the past, we used SAI money to supplement Extended School Year with supplies and activities.

Violence Prevention Programs

The school offers a non-violence and anti-drug program to students that incorporate guest speakers, counseling and classroom discussion. Red Ribbon Week is held in October with school-side activities and guest speakers. Through our school's Positive Behavior Management Plan, we will provide training for faculty, staff and students regarding bullying. The Jeffrey Johnson Stand Up for All Students Act, requires our school district to adopt an official policy prohibiting bullying and harassment of students and staff on school grounds, at school sponsored events and through school computer networks. In addition, our district has the "Bullying" Reporting website where bullies may be reported anonymously.

Nutrition Programs

Our school is committed to continue offering nutritional choices in its cafeteria. Our school is also a Healthier Generation Alliance School. The school follows the district's nutrition program for summer feeding during the Extended School Year Program.

Housing Programs

This is offered at the district level and overseen by the Title I District Office. This program is not applicable to our school.

Head Start

This program is offered at the district level and several Head Start programs are housed at various elementary schools in the district. This program is overseen by the Title I Prekindergarten Office.

Adult Education

Evening programs are offered at all our high schools. A "Second Chance" program is also in place for juvenile offenders. Pensacola State College also provides programs for adults over 16 years of age.

Career and Technical Education

Not Applicable

Job Training

High school students at Westgate may participate in the different phases of vocational training.

1. Non-paid work experience on-campus
2. Non-paid work experience off-campus
3. Supported employment-paid job in private sector.

All phases of work experience include the assistance of an on-the-job training (OJT) coordinator and a job coach.

Other

Not Applicable

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Terry Colburn	Principal
Sharon Jenkins	Education Support Employee
Teresa Anderson	Parent
Jennifer Connor	Parent
Shanice Oliver	Student
James Cochran	Parent
Sergio Penalozza	Business/Community
Eddie Mae Marsh	Parent
Nicole Brown	Parent
Niki French	Parent
Helena James	Student
Ashley Markham	Parent
Donna Aaron	Parent

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Provide stakeholders (parents, students, teachers, educational support employees and community) of Escambia Westgate School the opportunity to give input to the school improvement process.

Development of this school improvement plan

The SAC will be asked for their input and recommendations.

Preparation of the school's annual budget and plan

In compliance with requirements of annual budget and plan and gives input as needed.

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

SAC Funds will be used to purchase classroom supplies.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Bates, Amy	Teacher, Career/Technical
Colburn, Teresa	Principal
Watson, Phyllis	Administrative Support
Lawson-Sellers, Jobenna	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

The team will work to continue and expand the Awards Reading Program in all grade levels. Continue to use the MeVile to WeVile reading curriculum for students not using Awards Reading. The LLT will continue to sponsor school-wide Literacy activities for students and their families.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The teachers are teamed in Professional Community Learning Groups to work on collaboratively planning and coordinating instruction and curriculum outcomes. New teachers are paired with veteran teachers to establish peer mentoring and team building within the school setting. Community Learning Groups meet weekly to encourage proactive planning and instruction to improve teacher effectiveness and student engagement.

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

The principal meets with new teachers after 30 days and again after 90 days to evaluate the new teacher's level of comfort and satisfaction with the job. The principal conducts frequent classroom walkthroughs. New teachers are partnered with veteran teachers on the faculty. The principal and curriculum coordinator work closely with University of West Florida and Pensacola State College in assigning student teachers and practicum students to Escambia Westgate. Teachers often refer other teachers in the district to consider teaching at Escambia Westgate.

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

The mentor provides support for the new teacher by assisting with planning, classroom management, and parent communication. The mentor can also observe the beginning teacher and provide constructive feedback. Mentors act as a resource should a new teacher have questions or concerns in any area.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Escambia Westgate School utilizes curriculum that is approved by the district's Exceptional Student Education department. The instruction at Escambia Westgate aligns with the Florida Standards Access Points Curriculum. Teachers participate in state teams through Project Access called a Community of Practice. The teachers then keep all staff abreast of current standards, updates, changes, and resources. In addition, assessments align with Florida Standards Access Points and Florida Alternate Assessment. Curriculum that is used for classroom instruction and assessment is evidence-based with current standards and assessments aligned and set forth in the curriculum.

Instructional Strategies

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

Due to the special needs of students with significant cognitive disabilities, all curriculum is individualized and modified for the students. The school uses data from Florida Alternate Assessment to determine students' progression toward learning the knowledge and skills contained in the Florida Standards Access Points and assist the IEP team in writing the Present Levels of Academic Achievement. Teachers use the Individualized Educational Plans to further differentiate and present instructional content to students. Classroom assessment tools and curriculum are utilized to reflect student learning gains, progress and student ability levels. Data is taken by classroom teacher and instruction is differentiated for individual students according to ability and individual learning goals and needs.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Year

Minutes added to school year: 4,800

Based on performance data, students who show significant regression or time for recoupment of skills participate in Extended School Year (ESY) during summer. An IEP committee convenes to review data and determine the area of need for each student.

Strategy Rationale

The rationale for ESY services is to provide continuing instruction during summer to maintain level of performance on IEP goals and in the areas of social emotional needs, independent functioning/living skills, and academic content.

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

Watson, Phyllis, swatson3@escambia.k12.fl.us

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

Pre and Post data on student performance of IEP goals over extended periods of time and/or breaks. The individual needs of students are always considered by the IEP team.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Escambia Westgate is a center school for Exceptional Student Education. As such, we serve students who range in age from 3 years old to 22 years old with significant cognitive disabilities. When a child is identified as needing Special Education services through Child Find at the age of three, Escambia Westgate may be given as an educational option for a parent with a child with severe disability or extensive medical needs. Incoming students are placed by an IEP committee recommendation and parental consent. It is recommended that the parent tour our school in order to make a more informed decision for the placement of their child. As a student exits our school, an IEP Review is held with the receiving school/agency to discuss the specific needs of the student. Students may transition to a less restrictive environment, an agency, or to employment opportunities within the community.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Students are given the opportunity to develop employability skills through an On The Job Training Program or Work Experience. Placements may be at the school of attendance or within the community. After completion of the school based program, students may transition to the District Extended Program in our ESE department.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

At this time, there are no career and technical certification programs available at Escambia Westgate.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

Escambia Westgate has initiated a Horticulture Studies Program for high school students. This program supports Science Florida State Standards Access Points. In addition, we offer a school based business enterprise for students to participate in the creation, distribution, and sale of a product.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

None at this time. However, Career Interest and Ability and Assessment and Brigance Transition Assessment are utilized to predict post secondary outcomes.

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Continue school wide focus on student engagement by identifying and expanding functional communication modalities for all students to be infused throughout the school day in order to increase/obtain learning gains on the Florida Alternate Assessment.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Continue school wide focus on student engagement by identifying and expanding functional communication modalities for all students to be infused throughout the school day in order to increase/obtain learning gains on the Florida Alternate Assessment. **1a**

 G042066

Targets Supported **1b**

Indicator	Annual Target
FAA Mathematics Proficiency	50.0
FAA Science Proficiency	50.0
FAA Reading Proficiency	50.0

Resources Available to Support the Goal **2**

- Speech Language Pathologists (On-Campus Communication Specialists)
- Communication enhancement aids
- WATI Inventory
- AAC Devices
- Speech Language Pathologists
- ESE Program Specialist for SLI
- Environmental Communication Teaching (ETC) Training
- Voice Output Devices
- PECS

Targeted Barriers to Achieving the Goal **3**

- Staff Development (Time)

Plan to Monitor Progress Toward G1. **8**

The WATI pre and post data .

Person Responsible

Jobenna Lawson-Sellers

Schedule

Semiannually, from 9/2/2014 to 5/31/2015

Evidence of Completion

The WATI assessment pre and post.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

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

1 = Problem Solving Step  S123456 = Quick Key

G1. Continue school wide focus on student engagement by identifying and expanding functional communication modalities for all students to be infused throughout the school day in order to increase/obtain learning gains on the Florida Alternate Assessment. **1**

 G042066

G1.B2 Staff Development (Time) **2**

 B102996

G1.B2.S1 Learning Communities **4**

 S114130

Strategy Rationale

Learning Communities will provide an opportunity for on-going training immediately after school.

Action Step 1 **5**

School Administrators will provide initial training on communication and multiple modalities. The WATI will be utilized to determine the specific communication modalities identified for each student.

Person Responsible

Jobenna Lawson-Sellers

Schedule

Semiannually, from 9/2/2014 to 5/31/2015

Evidence of Completion

Staff Development sign in sheets will be utilized to prove attendance. Assessments/ Inventories will be kept as evidence of completion of selected staff activities.

Action Step 2 5

Escambia Westgate will continue to provide staff development to meet the communication needs of all students during the learning communities.

Person Responsible

Teresa Colburn

Schedule

Weekly, from 9/2/2014 to 5/31/2015

Evidence of Completion

Staff development sign in sheets

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Classroom Walk Throughs and Observations

Person Responsible

Teresa Colburn

Schedule

Monthly, from 9/2/2014 to 5/31/2015

Evidence of Completion

Checklist: The use of communication modalities and devices in each classroom will increase student engagement. Every student will participate in classroom lessons/activities.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Classroom Walk Throughs and Observations

Person Responsible

Jobenna Lawson-Sellers

Schedule

Monthly, from 9/2/2014 to 5/31/2015

Evidence of Completion

Checklist: The use of communication modalities and devices in each classroom will increase student engagement. Every student will participate in classroom lessons/activities.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

The school leadership team will use Florida Alternate Assessment results to determine learning gains of each student tested.

Person Responsible

Phyllis Watson

Schedule

Annually, from 9/3/2014 to 5/31/2015

Evidence of Completion

FAA testing data will be used to determine if school-wide focus on communication to increase student engagement result in learning gains.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B2.S1.A1	School Administrators will provide initial training on communication and multiple modalities. The WATI will be utilized to determine the specific communication modalities identified for each student.	Lawson-Sellers, Jobenna	9/2/2014	Staff Development sign in sheets will be utilized to prove attendance. Assessments/Inventories will be kept as evidence of completion of selected staff activities.	5/31/2015 semiannually
G1.B2.S1.A2	Escambia Westgate will continue to provide staff development to meet the communication needs of all students during the learning communities.	Colburn, Teresa	9/2/2014	Staff development sign in sheets	5/31/2015 weekly
G1.MA1	The WATI pre and post data .	Lawson-Sellers, Jobenna	9/2/2014	The WATI assessment pre and post.	5/31/2015 semiannually
G1.B2.S1.MA1	The school leadership team will use Florida Alternate Assessment results to determine learning gains of each student tested.	Watson, Phyllis	9/3/2014	FAA testing data will be used to determine if school-wide focus on communication to increase student engagement result in learning gains.	5/31/2015 annually
G1.B2.S1.MA1	Classroom Walk Throughs and Observations	Colburn, Teresa	9/2/2014	Checklist: The use of communication modalities and devices in each classroom will increase student engagement. Every student will participate in classroom lessons/ activities.	5/31/2015 monthly
G1.B2.S1.MA2	Classroom Walk Throughs and Observations	Lawson-Sellers, Jobenna	9/2/2014	Checklist: The use of communication modalities and devices in each classroom will increase student engagement. Every student will participate in classroom lessons/ activities.	5/31/2015 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Continue school wide focus on student engagement by identifying and expanding functional communication modalities for all students to be infused throughout the school day in order to increase/obtain learning gains on the Florida Alternate Assessment.

G1.B2 Staff Development (Time)

G1.B2.S1 Learning Communities

PD Opportunity 1

Escambia Westgate will continue to provide staff development to meet the communication needs of all students during the learning communities.

Facilitator

Various Presenters (SLI Specialist, SLPs, Teacher Leaders)

Participants

All Teachers

Schedule

Weekly, from 9/2/2014 to 5/31/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary

Description	Total
Goal 1: Continue school wide focus on student engagement by identifying and expanding functional communication modalities for all students to be infused throughout the school day in order to increase/obtain learning gains on the Florida Alternate Assessment.	420
Grand Total	420

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Description	Source	Total
B2.S1.A1 - Notes Communication Matrix using the WATI	Title I Part A	420
B2.S1.A2 - Notes		0
Total Goal 1		420