

Westside Elementary School



2014-15 School Improvement Plan

Westside Elementary School

5400 APPLGATE DR, Spring Hill, FL 34606

www.edline.net/pages/hcsb_wes

School Demographics

School Type

Elementary

Title I

Yes

Free/Reduced Price Lunch

78%

Alternative/ESE Center

No

Charter School

No

Minority

27%

School Grades History

Year

2013-14

2012-13

2011-12

2010-11

Grade

D

C

B

B

School Board Approval

This plan was approved by the Hernando County School Board on 11/18/2014.

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>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	20
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	25
Appendix 1: Implementation Timeline	32
Appendix 2: Professional Development and Technical Assistance Outlines	34
Professional Development Opportunities	35
Technical Assistance Items	37
Appendix 3: Budget to Support Goals	38

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
Focus	4	Jim Browder
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Staff, Parents, and Teachers of Westside Elementary believe that all children are special; all children can learn. We will be successful due to our commitment to the school improvement process in meeting state and national educational goals.

Provide the school's vision statement

All children can learn through a commitment to continuous school improvement. Striving for educational excellence makes "Westside the Bestside."

School Environment

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

Westside Elementary offers many opportunities for developing school culture and building relationships. Many teachers use student surveys to learn about students' families, and their experiences in the school setting as well as their extracurricular activities. Teachers are implementing Whole Brain Teaching strategies to develop a relationship with their students of mutual respect. Our Family Center hosts many back to school events to help ease the transition back to school as well as enhance the bond between our students and their caregivers. This Center also provides various parent education opportunities and contains a vast supply of resources to meet the needs of students and their families.

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

Westside ensures that students feel safe and respected by enlisting the appropriate number of staff to monitor students during all supervisory hours. Routines and procedures are thoroughly described in "child-friendly" terms and practiced regularly so that students know how to respond in the event of an emergency. Our focus is on creating a positive, engaging environment for all students regardless of their social status or ability level. Our administration and counselors visit classrooms frequently to build relationships by offering support and resources for students, as well as to encourage them to communicate concerns or needs.

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

Positive behaviors are rewarded and celebrated using a school wide currency system. Students earn "PAWS Pay" for exceptional behavior, and can use that pay to purchase incentives from their classroom teachers as well as admission to weekly and biannual events. Training was provided to teachers to explain the discipline procedures matrix. All teachers reviewed Level 1 and 2 infractions from the Student Code of Conduct the first week of school with their students. The PBS committee was formed to review data and identify the potential need for tier intervention.

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

Guidance passes are available for students who need support. Social skills and support groups are formed as issues arise. "On the job" career training is linked to classroom visits by Guidance, as well as targeted lessons about the harmful effects of bullying and lessons to encourage the "PAWS"itive behaviors expected as part of our school wide incentive program. Exemplary students are chosen to serve on the Safety Patrol and have the opportunity to demonstrate leadership skills and mentor students as a positive role model. These leaders also serve as Peer Mediators for struggling students.

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

Students who miss more than 4% of instructional time per grading period will be monitored by Data Entry and Attendance Committee.

Students who miss more than 5% of instructional time per grading period will be provided with a school mentor.

Students who miss 15 or more instructional days in a 90 day period will be referred to a Truancy Case Staffing Absences will be monitored weekly by Certified School Counselor and the School Social Worker.

Students who received a level 1 score on the statewide test will be provided with intensive instructional support through the multi-tiered system of support framework. Progress will be monitored by Administration, Teachers, Instructional Practice Coaches, School Based Leadership and the Problem Solving Team.

Students who were retained due to course failure in English or mathematics will be provided with skill based instructional interventions in a small group and monitored by Administration, Teachers, School Based Leadership and the Problem Solving Team.

Students who were not proficient in reading or mathematics will be provided with skill based instructional interventions in a small group and monitored by Administration, Teachers, School Based Leadership and the Problem Solving Team.

Students who receive one or more behavior referrals leading to in school suspension will be monitored by the PBIS Team and Administration. Behavior Interventions will be implemented by the classroom teacher and the school counselor.

Students who received one or more behavior referrals leading to out of school suspension will be monitored by Administration. Behavior interventions will be developed and implemented by the classroom teacher and school counselor.

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
	K	1	2	3	4	5	
Attendance below 90 percent	18	12	3	7	8	26	74
One or more suspensions	10	9	8	15	9	30	81
Course failure in ELA or Math	12	13	7	8	3	5	48
Level 1 on statewide assessment	0	0	0	23	20	43	86
	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
Students exhibiting two or more indicators		

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

Westside has a truancy reduction plan in place for improving attendance. Westside will implement improved communication to students, parents and families through meetings, class and school websites and Edline. A school-wide procedure for excused and unexcused absences will be established following the district's policy. Meetings will also be scheduled with parents and families to address any issues that may be inhibiting attendance. Westside has an attendance committee which includes, the social Worker, certified counselor, Title 1 and other staff members. The committee will implement early communication with parents of students identified at risk from excessive tardies and absences. Westside will also establish a mentoring program for students who are habitually absent based on data from previous years. Mentors will assist students with academics or social dynamics and motivate them to attend school. As part of Westside's PBIS students school-wide will be provided with positive reinforcement for good attendance. Students will be recognized through notes home to families and monthly assemblies.

The application of the Multi-Tiered System of Supports and data collection is monitored with fidelity by administration. All Westside teachers have ongoing tiers of instruction in their classrooms. The tiers include , tier I which is based on the core curriculum , differentiated instruction and common assessments. Tier II involves fluid, skill based small groups based on assessment data and students needs. Tier III provides intensive instructional support for students. The multi-leveled tiers of instruction are provided by classroom teachers and reading and math resource teachers. The Core Leadership Team meets weekly to discuss student progress in both academics and behavior, review school-wide data and determine the effectiveness of the core curriculum and Multi-Tiered System of Supports. The School Based Leadership Team meets biweekly with team leaders to review all available data and discuss student progress and interventions. Students are referred to the Problem Solving Team based on data reviewed during leadership meetings, data chats and teacher referral. The Problem Solving Team ensures that teachers understand the process and provides support in the planning of academic and behavioral interventions.

Behavioral intervention strategies established to improve academic performance for students at Westside include, the School-Wide Behavior Plan (Paws Pay), and classroom guidance lessons delivered by the school counselor. Data obtained from the classroom teachers is used by the PBIS Team to identify, assess and evaluate the effectiveness of the Tier I behavioral component. Students in need of additional behavior support will be referred to the Problem Solving Team to discuss and determine interventions to match student needs including classroom interventions and referrals to the counselor.

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/179924>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

The Parental Engagement Liaison contacts local community organizations and businesses to build relationships and partnerships year round. We have built partnerships with the Boys & Girls Club, Publix, Target, Winn-Dixie, the Home Depot, Cadence Bank, Suncoast Credit Union and other local community members. These local businesses and community members attend our Title I Annual Meeting and Back to School Night, as well as provide resources to parents during school events and supplies for students. Members of the community and local businesses are invited to become members of our School Advisory Committee. By attending events and providing resources and supplies for students and families, our local community and business partners are an integral part of the success of these events. They are able to provide support for our school in our areas of need for 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
Garofano, Kristina	Principal
O'Rourke, Cari	Assistant Principal
Beach , Dyleeng	Other
Morris, Brenda	Other
Anderson, Erin	Instructional Coach
Pepin , Debbie	Instructional Coach
Thornton, Kerry	Guidance Counselor
Addie , Phyllis	Teacher, K-12
Baeza , Cheryl	Teacher, K-12
Cardenas, Dee	Teacher, K-12
DiMuro , Mike	Teacher, K-12
Smith , Rachel	Psychologist
Tilton , Amy	Teacher, K-12
Urban, Donna	Teacher, K-12
Wharton , Stacie	Other

Duties

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

The school based leadership team meets weekly with grade level leaders to review school data and initiatives. The data includes common assessment data, CIM data, progress monitoring data, and individual student data: particularly students who are identified as bottom quartile. The leadership team also reviews lesson plans and identifies areas of concern with regards to standards based instruction and pacing guides. The leadership teams primary role is to support teachers in their classrooms and provide a strong focus on using student data to guide instructional planning.

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

We have maximized our personnel and curricular materials by embedding thirty minute Multi-Tiered Systems of Support (MTSS) Blocks into every grade level. These blocks allow grade level and resource teachers to collaborate and deliver prescriptive instruction to every student at individual levels. These groups of up to ten teachers will work in small, skill based, leveled groups to provide remediation, on level, and above level instruction. Resource and Grade level teachers are responsible to plan lessons and review data on a weekly basis. We have used Title 1 funds for supplemental activities that include a variety of high impact games, center activities, leveled readers, and math manipulatives that teachers can check out on a daily basis. Our Title 1 budget is reviewed regularly to determine if funds are available for additional resources and to determine the effective of funds allocated for instructional material, extended learning opportunities, and additional professional development for teachers.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Kristina Garofano	Principal
Cari O'Rourke	Principal
Kerry Thornton	Teacher
Mrs. Piringer	Parent
Mrs. Fangio	Parent
Mrs. Turley	Parent
Mr. Steinmetz	Business/Community
Mrs. Rothenberg	Teacher
Mrs. Barrow	Business/Community
Mrs. Selfors	Parent
Mrs. Pepin	Teacher
Mrs. Anger	Parent
Mrs. Schmidt	Parent
Mrs. Anderson	Teacher
Mrs. Kassay	Parent
Mrs. Cintino	Business/Community
Mr. Turnvall	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

SAC members will review the 2013-2014 School Improvement Plan and all FCAT and EOC data to determine the areas where implementation of the SIP had impact. By dis-aggregating the data, we can align the initiatives of last year's plan to student achievement. We will discuss any noted "disconnects" and use this information to determine which initiatives to continue or discontinue.

Development of this school improvement plan

We will share information gathered from team meetings in which teachers determined which two high effect strategies would have the most impact on student achievement. We will use the SIP Input Worksheet to gather input from all stakeholders. We will poll parents and stakeholders as to which parenting strategies and practices would have the most effect on student achievement. This data will be incorporated into the plan, as well as be used to develop Parent Academies for the 2014-2015 school year.

Preparation of the school's annual budget and plan

SAC budget is determined by enrollment and will likely decrease this year. Possible expenditures will be determined based on school needs and appropriation of these funds will be determined by consensus. The Title 1 committee will work closely with SAC to ensure all monies budgeted and spent will positively impact student achievement.

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

SAC funds were used to purchase incentives for our Positive Behavioral Supports. Students earning ROAR cards were given a small token as reward for making good choices. Some of these incentives were housed in classrooms for teachers to use as immediate positive reinforcement, and some were housed in our PBS "Store" (Total amount = \$678.54). SAC funds were also used to purchase Sunshine State readers for our students to enjoy. This statewide reading incentive program proved very motivating for our students, and multiple copies of these texts were needed for our avid readers. (Total amount = \$425.31)

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
Pepin , Debbie	Instructional Coach
Anderson, Erin	Instructional Coach
Garofano, Kristina	Principal
Morris, Brenda	Other
Amy, Moore	Teacher, K-12
Thompson, Kelly	Teacher, K-12
Beach , Dyleeng	Other
Thornton, Kerry	Guidance Counselor

Duties

Describe how the LLT promotes literacy within the school

The LLT will meet once a month to review weekly common assessment data and share walk-through data to determine if our reading initiatives are being implemented and used successfully. The principal and assistant principal will promote and monitor instructional fidelity and provide feedback to teachers regarding their reading instruction. The assessment teacher and Instructional Practice Reading Coach will assess grade level data and trends to determine areas of strengths and concerns. This data will be shared with grade level teams and resource teachers allowing them to create lessons presented through the Florida Continuous Instructional Model. The media specialist will oversee the implementation and use of our Accelerated Reader Program. Events to celebrate literacy achievements will be planned by the team and provided to both students and parents quarterly.

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

Teachers participate in weekly team meetings and bi-weekly Data Chats. The minutes from these chats are posted to the school share drive for review. Additional funds were procured to pay teachers for after school planning. Substitute coverage is provided for monthly PLCs that include professional development and data review in the morning followed by collaborative planning in the afternoon.

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

Promoting a positive school culture that entices educators is a priority. This is accomplished through professionalism, positive affirmation of current staff, and creative scheduling that alleviates unnecessary duties and stress. The flow of communication is ongoing and cyclical, so that all staff members feel part of a team effort. Positive relationships with District leaders and the media will help draw quality teachers and staff members to our school.

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

A strong Lead Mentor was chosen based on evaluation data. Mentoring pairings were based on grade level and curricular similarities as well as evaluation data. Teachers on a Professional Improvement Plan were paired with Instructional Practice Coaches. Activities will include observations, model lessons, assistance with lesson planning, and data review.

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

This year Westside is focusing on planning lessons directly linked to the standard using the EQUIP rubric as a guide. Each grade level will be spending a collaborative planning day aligning the Florida Standards with the curriculum and assuring that materials cover the standards. Florida Standards are included in all posted lesson plans and guide our data analysis.

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

In order to keep close tabs on our lowest quartile, homeroom teachers fill out the PROWL (Progress Recording On Westside's Lowest 25%) data recording sheet after every weekly assessment. Teacher led groups are formed to differentiate Tier 1 instruction according to student performance on common and formative assessments. Grade level teams meet weekly for data chats, and team leaders post minutes of these meetings to the school share drive for review by the Core Leadership Team. Grade Level Team Leaders share results of team meetings at bi-weekly SBLT meetings to enlist the assistance of Instructional Practice Coaches, Resource teachers, Guidance, and Administration. All of these team members work together to provide materials and professional development to modify and supplement instruction.

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 Day

Minutes added to school year: 1,800

Title I Extended School Day will service the following targeted students: those in grades 3 who were retained from the 2013-2014 school year, students in grades 4-5 that are in the lowest 30th percentile based on 2013-2014 FCAT scores in Math and/or Reading. These students will be invited to participate in an Extended Learning Opportunity. This will be an additional 3 hours per week for 10 weeks, after school, where students will receive instruction from highly qualified teachers. Students will have the opportunity to work with our SuccessMaker program, receive small group direct instruction and homework assistance.

Strategy Rationale

The additional 3 hours per week will provide students with direct instruction and homework assistance from highly qualified teachers as well as additional time in our SuccessMaker lab. These additional learning opportunities will allow us to provide services to students and focus on individual specific skills sets to close the achievement gaps.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Beach , Dyleeng , beach_d@hcsb.k12.fl.us

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

Data will be collected to compare eligible participants versus eligible non-participants of our Extended Learning Opportunity. The effectiveness of this strategy will be measured by student growth on progress monitoring assessments such as FAIR and SAM, at the completion of the Extended Learning Opportunity (30 hour program).

Strategy: Before School Program

Minutes added to school year: 0

Students that arrive to school early Monday-Friday (8:05am-8:35am) will be directed to the SuccessMaker Lab for increased learning time.

Strategy Rationale

These students will receive additional learning time in Mathematics and/or Reading through our SuccessMaker or Reflex Mathematics programs to increase fluency and proficiency in these subject areas. We plan to utilize every minute that a student is campus as an opportunity for learning.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Beach , Dyleeng , beach_d@hcsb.k12.fl.us

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

Data will be collected on the number of minutes each student spends on the program/s. We will analyze the time spent on either math, reading or both to the student's growth on progress monitoring assessments throughout the course of the school year, as compared to those like students that did not participate in the morning computer lab opportunity.

Strategy: Extended School Day

Minutes added to school year: 1,200

Teachers will be given an additional opportunity to collaborate, disaggregate data and plan with their grade level teams after school. They will plan lessons of high quality and rigor that align to the Florida Standards, as well as differentiated centers designed to serve the needs of all students.

Strategy Rationale

In collaborating within grade level teams, teachers will determine needs of the students and create lessons and centers that are of high quality and rigor to increase student achievement. Teachers will be given time to "unpack" the Florida Standards and align lessons with these standards to prepare our students for success on the Florida Standards Assessments and district-developed end-of-course assessments in the Spring. These collaborative planning sessions will be facilitated by members of the leadership team, as well as supports and resources provided to teachers as needed.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Beach , Dyleeng , beach_d@hcsb.k12.fl.us

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

As these lessons are delivered, we will collect data on student performance on common and formative assessments as well as other progress monitoring assessments throughout the school year. Teachers will be able to discuss the data on weekly assessments to determine the effectiveness of the lessons created. These lesson plans will also be reviewed and monitored by the administrative team on a monthly basis.

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

We work in close partnership with the Boys and girls Club to transition our Pre-K students into the formal school setting. Vertical team planning ensures teachers are familiar with the expectations and curriculum benchmarks of prior and future grade levels. Guest speakers from a variety of middle schools prepare our exiting fifth graders for the responsibilities of secondary education. Our Fifth Grade Leadership Caucus is a forum to instruct students on the importance of good study habits and exemplifying leadership in academic and social settings.

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

NA

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

NA

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

NA

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

NA

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Every student will receive the necessary instruction to master or exceed grade level standards by teachers delivering differentiated instruction in small groups.
- G2.** Teachers will collaboratively plan and deliver rigorous lessons which will increase student engagement across all core academic areas.

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. Every student will receive the necessary instruction to master or exceed grade level standards by teachers delivering differentiated instruction in small groups. 1a

G039804

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	71.0
ELA/Reading Lowest 25% Gains	77.0
Math Gains	76.0
ELA/Reading Gains	76.0
AMO Math - All Students	69.0
AMO Math - African American	46.0
AMO Math - ED	65.0
AMO Math - ELL	50.0
AMO Math - Hispanic	61.0
AMO Math - SWD	40.0
AMO Math - White	71.0
AMO Reading - All Students	71.0
AMO Reading - African American	54.0
AMO Reading - ED	69.0
AMO Reading - ELL	63.0
AMO Reading - Hispanic	65.0
AMO Reading - SWD	35.0
AMO Reading - White	73.0
FCAT 2.0 Science Proficiency	55.0
FAA Mathematics Proficiency	100.0
FAA Reading Proficiency	100.0

Resources Available to Support the Goal 2

- Supplemental instructional materials
- Time allocated in the schedule
- Additional collaborative planning time for teachers

Targeted Barriers to Achieving the Goal 3

- A large network of support staff is required to assist our large population of struggling students
- Lack of professional development in planning and finding resources for managing teacher led differentiated groups

Plan to Monitor Progress Toward G1. 8

Student achievement data will be monitored frequently to determine the effectiveness of differentiated small group instruction.

Person Responsible

Kristina Garofano


Schedule

Weekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

MTSS Committee will monitor interventions for effectiveness Minutes from MTSS meetings and agenda Student Achievement data

G2. Teachers will collaboratively plan and deliver rigorous lessons which will increase student engagement across all core academic areas. **1a**

 G039777

Targets Supported **1b**

Indicator	Annual Target
Math Lowest 25% Gains	71.0
ELA/Reading Lowest 25% Gains	77.0
Math Gains	76.0
ELA/Reading Gains	76.0
AMO Math - All Students	69.0
AMO Math - African American	46.0
AMO Math - ED	65.0
AMO Math - ELL	50.0
AMO Math - Hispanic	61.0
AMO Math - SWD	40.0
AMO Math - White	71.0
AMO Reading - All Students	71.0
AMO Reading - African American	54.0
AMO Reading - ED	69.0
AMO Reading - ELL	63.0
AMO Reading - Hispanic	65.0
AMO Reading - SWD	35.0
AMO Reading - White	73.0
FCAT 2.0 Science Proficiency	55.0
FAA Mathematics Proficiency	100.0
FAA Reading Proficiency	100.0

Resources Available to Support the Goal **2**

- Professional Development
- Administrative Walkthroughs
- Support Staff
- Additional Collaborative Planning Time
- Supplemental Instructional Resources

Targeted Barriers to Achieving the Goal **3**

- Lack of knowledge regarding instructional best practices
- Limited team planning
- Students are not exposed to rigorous, Standards based lessons that promote high levels of engagement.

Plan to Monitor Progress Toward G2. 8

Ongoing monitoring of walk-through and student progress monitoring data as well as student engagement indicators to determine the effectiveness and quality of delivery of observed lessons.

Person Responsible

Kristina Garofano

Schedule

Daily, from 9/5/2014 to 6/1/2015

Evidence of Completion

Observation 360 reports will show an increase in scores on the domains of higher order questioning and using collaborative structures Assessment of lessons using the EQulP rubric Common assessment, FAIR, and Performance Matters data

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. Every student will receive the necessary instruction to master or exceed grade level standards by teachers delivering differentiated instruction in small groups. **1**

 **G039804**

G1.B1 A large network of support staff is required to assist our large population of struggling students **2**

 **B096468**

G1.B1.S1 Allocate four extra resource teacher positions to work in small groups within MTSS blocks built into the Master schedule to increase math and reading proficiency.. **4**

 **S107661**

Strategy Rationale

Small groups will require additional teachers delivering Standards based instruction to assist students in making gains in core academic areas.

Action Step 1 **5**

Resource Teachers will work with grade level teams to provide small group differentiated instruction on a daily basis.

Person Responsible

Kristina Garofano

Schedule

Daily, from 8/5/2014 to 8/5/2014

Evidence of Completion

Documentation of interventions and Progress Monitoring Plan forms to ensure fidelity of small group instruction during dedicated MTSS time.

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

Resource Teachers will meet regularly with teams to analyze student data.

Person Responsible

Kristina Garofano

Schedule

On 9/8/2014

Evidence of Completion

Sign in sheet PROWL Data

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

The MTSS Committee and SBLT Team will meet regularly to analyze intervention data, progress monitoring data and PROWL data.

Person Responsible

Cari O'Rourke


Schedule

Weekly, from 8/25/2014 to 6/1/2015


Evidence of Completion

Intervention data Progress Monitoring data PROWL data Meeting notes and agendas

G1.B2 Lack of professional development in planning and finding resources for managing teacher led differentiated groups **2**

 B096469

G1.B2.S1 Plan and deliver Professional Development targeting small group differentiated instructional techniques. **4**

 S107777

Strategy Rationale

School data reveals student gaps in achievement and a need for teachers to increase differentiated strategies in their instruction.

Action Step 1 **5**

Teachers will participate in professional development that incorporates planning for small group instruction and focusing on the needs of individual students.

Person Responsible

Kristina Garofano

Schedule

Biweekly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Professional Development Plan Grade Level Lesson Plans

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

Develop and facilitate professional development plan that incorporates differentiated instructional techniques.

Person Responsible

Kristina Garofano

Schedule

Monthly, from 8/25/2014 to 6/1/2015

Evidence of Completion

Professional development calendar Sign in sheet Administrative walk-throughs

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

Administration and Instructional Practice Coaches will review observation and student achievement data to ensure that students are demonstrating progress towards mastery.

Person Responsible

Kristina Garofano

Schedule

Weekly, from 8/25/2014 to 6/1/2015


Evidence of Completion

Observation PD360 data Instructional Practice Coaches observation data Student Achievement data

G2. Teachers will collaboratively plan and deliver rigorous lessons which will increase student engagement across all core academic areas. 1

 G039777

G2.B1 Lack of knowledge regarding instructional best practices 2

 B096080

G2.B1.S1 Teachers will participate in regular professional development focused on best practices. 4

 S107412

Strategy Rationale

Teachers must have a repertoire of strategies to utilize in order to meet the needs of all students.

Action Step 1 5

Create a schedule of professional development for the 2014-2015 school year.

Person Responsible

Kristina Garofano

Schedule

Monthly, from 8/4/2014 to 12/12/2014

Evidence of Completion

PD schedule evident on the Master Calendar Attendance rosters from Professional Development PD schedule will be evaluated on a monthly basis to determine needs based on school data

Action Step 2 5

Professional Development is focused on three key student engagement practices: collaborative problem solving structures, higher order questioning, and interactive journals.

Person Responsible

Cari O'Rourke

Schedule

Weekly, from 9/2/2014 to 5/26/2015

Evidence of Completion

PD Agenda

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

School administrators will collect agendas, hand-outs and/or lesson plans for all professional development opportunities.

Person Responsible

Kristina Garofano

Schedule

Monthly, from 8/20/2014 to 6/1/2015

Evidence of Completion

Archived agendas, hand-outs and lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

School administrators, district administrators, the differentiated accountability team and Instructional Practices Coaches will conduct walk-throughs.

Person Responsible

Brenda Morris


Schedule

Weekly, from 8/18/2014 to 6/1/2015


Evidence of Completion

Observation 360 data, informal and formal observation data, and instructional practices coaches walk-through data, and lesson plans will show evidence of best practices that reflects the focused strategies.

G2.B2 Limited team planning 2

 B096143

G2.B2.S1 Teachers will be provided an extended planning period once a month in addition to their regular planning period and will be paid for after school planning on a regular basis. 4

 S107386

Strategy Rationale

Teachers will work to develop lessons that will include collaborative problems solving structures that focus on higher order questioning and activities.

Action Step 1 5

Provide time for grade level teams to meet for collaborative planning.

Person Responsible

Kristina Garofano

Schedule

Weekly, from 9/9/2014 to 6/1/2015

Evidence of Completion

Use of grade level lesson plan templates posted to share drive for administrative review to ensure consistency Team data chats posted to the share drive Sign-in sheets

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

Members of the SBLT will regularly review teachers' lesson plans and collaborate with teachers who are off pace to develop and implement plans to realign instruction to District pacing guidelines.

Person Responsible

Debbie Pepin

Schedule

Weekly, from 9/2/2014 to 6/1/2015

Evidence of Completion

Lesson plans District pacing guides FCIM calendars Realignment plans

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Data from common assessments, FCIM, and formative assessments will be reviewed, looking at assigned teachers' performance as compared to highly effective teachers.

Person Responsible

Brenda Morris

Schedule

Weekly, from 9/5/2014 to 6/1/2015


Evidence of Completion

Meeting minutes Disaggregated data reports Observation 360 reports Data Displays

G2.B3 Students are not exposed to rigorous, Standards based lessons that promote high levels of engagement. 2

 B096193

G2.B3.S1 Provide Professional Development focused on Standards based instruction. 4

 S107409

Strategy Rationale

Teachers will need to develop a deep understanding of what the new Florida Standards require in order for students to demonstrate mastery of the Standards.

Action Step 1 5

Provide ongoing PD to ensure that curricular materials and lesson delivery are aligned to the Florida Standards and the FSA.

Person Responsible

Erin Anderson

Schedule

Monthly, from 8/25/2014 to 6/1/2015

Evidence of Completion

LAFS/MAFS template Common Assessment Data FSA portal Sign in sheets Lesson Plan Templates

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Administrative facilitation of professional development following the predetermined schedule of dates on Master calendar.

Person Responsible

Kristina Garofano

Schedule

Monthly, from 9/9/2014 to 6/1/2015

Evidence of Completion

PD calendar Sign in sheets Meeting minutes

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Teachers will demonstrate highly effective, Standards based instruction by applying knowledge acquired in professional development opportunities.

Person Responsible

Kristina Garofano

Schedule

Daily, from 8/25/2014 to 6/1/2015

Evidence of Completion

Observation 360 reports IP Coaches walkthrough data Lesson plans

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
G2.B1.S1.A1	Create a schedule of professional development for the 2014-2015 school year.	Garofano, Kristina	8/4/2014	PD schedule evident on the Master Calendar Attendance rosters from Professional Development PD schedule will be evaluated on a monthly basis to determine needs based on school data	12/12/2014 monthly
G2.B2.S1.A1	Provide time for grade level teams to meet for collaborative planning.	Garofano, Kristina	9/9/2014	Use of grade level lesson plan templates posted to share drive for administrative review to ensure consistency Team data chats posted to the share drive Sign-in sheets	6/1/2015 weekly
G2.B3.S1.A1	Provide ongoing PD to ensure that curricular materials and lesson delivery are aligned to the Florida Standards and the FSA.	Anderson, Erin	8/25/2014	LAFS/MAFS template Common Assessment Data FSA portal Sign in sheets Lesson Plan Templates	6/1/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Resource Teachers will work with grade level teams to provide small group differentiated instruction on a daily basis.	Garofano, Kristina	8/5/2014	Documentation of interventions and Progress Monitoring Plan forms to ensure fidelity of small group instruction during dedicated MTSS time.	8/5/2014 daily
G1.B2.S1.A1	Teachers will participate in professional development that incorporates planning for small group instruction and focusing on the needs of individual students.	Garofano, Kristina	8/25/2014	Professional Development Plan Grade Level Lesson Plans	6/1/2015 biweekly
G2.B1.S1.A2	Professional Development is focused on three key student engagement practices: collaborative problem solving structures, higher order questioning, and interactive journals.	O'Rourke, Cari	9/2/2014	PD Agenda	5/26/2015 weekly
G1.MA1	Student achievement data will be monitored frequently to determine the effectiveness of differentiated small group instruction.	Garofano, Kristina	8/25/2014	MTSS Committee will monitor interventions for effectiveness Minutes from MTSS meetings and agenda Student Achievement data	6/1/2015 weekly
G1.B1.S1.MA1	The MTSS Committee and SBLT Team will meet regularly to analyze intervention data, progress monitoring data and PROWL data.	O'Rourke, Cari	8/25/2014	Intervention data Progress Monitoring data PROWL data Meeting notes and agendas	6/1/2015 weekly
G1.B1.S1.MA1	Resource Teachers will meet regularly with teams to analyze student data.	Garofano, Kristina	8/18/2014	Sign in sheet PROWL Data	9/8/2014 one-time
G1.B2.S1.MA1	Administration and Instructional Practice Coaches will review observation and student achievement data to ensure that students are demonstrating progress towards mastery.	Garofano, Kristina	8/25/2014	Observation PD360 data Instructional Practice Coaches observation data Student Achievement data	6/1/2015 weekly
G1.B2.S1.MA1	Develop and facilitate professional development plan that incorporates differentiated instructional techniques.	Garofano, Kristina	8/25/2014	Professional development calendar Sign in sheet Administrative walk-throughs	6/1/2015 monthly
G2.MA1	Ongoing monitoring of walk-through and student progress monitoring data as well as student engagement indicators to determine the effectiveness and quality of delivery of observed lessons.	Garofano, Kristina	9/5/2014	Observation 360 reports will show an increase in scores on the domains of higher order questioning and using collaborative structures Assessment of lessons using the EQIP rubric Common assessment, FAIR, and Performance Matters data	6/1/2015 daily
G2.B2.S1.MA1	Data from common assessments, FCIM, and formative assessments will be reviewed, looking at assigned teachers' performance as compared to highly effective teachers.	Morris, Brenda	9/5/2014	Meeting minutes Disaggregated data reports Observation 360 reports Data Displays	6/1/2015 weekly
G2.B2.S1.MA1	Members of the SBLT will regularly review teachers' lesson plans and collaborate with teachers who are off pace to develop and implement plans to realign instruction to District pacing guidelines.	Pepin , Debbie	9/2/2014	Lesson plans District pacing guides FCIM calendars Realignment plans	6/1/2015 weekly
G2.B3.S1.MA1	Teachers will demonstrate highly effective, Standards based instruction by applying knowledge acquired in professional development opportunities.	Garofano, Kristina	8/25/2014	Observation 360 reports IP Coaches walkthrough data Lesson plans	6/1/2015 daily
G2.B3.S1.MA1	Administrative facilitation of professional development following the predetermined schedule of dates on Master calendar.	Garofano, Kristina	9/9/2014	PD calendar Sign in sheets Meeting minutes	6/1/2015 monthly
G2.B1.S1.MA1	School administrators, district administrators, the differentiated accountability team and Instructional Practices Coaches will conduct walk-throughs.	Morris, Brenda	8/18/2014	Observation 360 data, informal and formal observation data, and instructional practices coaches walk-through data, and lesson plans will	6/1/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				show evidence of best practices that reflects the focused strategies.	
G2.B1.S1.MA1	School administrators will collect agendas, hand-outs and/or lesson plans for all professional development opportunities.	Garofano, Kristina	8/20/2014	Archived agendas, hand-outs and lesson plans	6/1/2015 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. Every student will receive the necessary instruction to master or exceed grade level standards by teachers delivering differentiated instruction in small groups.

G1.B2 Lack of professional development in planning and finding resources for managing teacher led differentiated groups

G1.B2.S1 Plan and deliver Professional Development targeting small group differentiated instructional techniques.

PD Opportunity 1

Teachers will participate in professional development that incorporates planning for small group instruction and focusing on the needs of individual students.

Facilitator

Debbie Pepin Erin Anderson Brenda Morris Kristina Garofano Cari O'Rourke

Participants

All Instructional Staff

Schedule

Biweekly, from 8/25/2014 to 6/1/2015

G2. Teachers will collaboratively plan and deliver rigorous lessons which will increase student engagement across all core academic areas.

G2.B1 Lack of knowledge regarding instructional best practices

G2.B1.S1 Teachers will participate in regular professional development focused on best practices.

PD Opportunity 1

Create a schedule of professional development for the 2014-2015 school year.

Facilitator

IP Coaches Wendy Nugent Diane Welch Jesse Diaz Cari O'Rourke Kristina Garofano

Participants

Grade Level teachers Resource teachers Specials teachers ESE teachers

Schedule

Monthly, from 8/4/2014 to 12/12/2014

PD Opportunity 2

Professional Development is focused on three key student engagement practices: collaborative problem solving structures, higher order questioning, and interactive journals.

Facilitator

Cari O'Rourke

Participants

Grade Level teachers Resource teachers Specials teachers ESE teachers

Schedule

Weekly, from 9/2/2014 to 5/26/2015

G2.B3 Students are not exposed to rigorous, Standards based lessons that promote high levels of engagement.

G2.B3.S1 Provide Professional Development focused on Standards based instruction.

PD Opportunity 1

Provide ongoing PD to ensure that curricular materials and lesson delivery are aligned to the Florida Standards and the FSA.

Facilitator

Deb Pepin Erin Anderson Kristina Garofano

Participants

Grade level teachers Specials teachers Resource teachers ESE teachers

Schedule

Monthly, from 8/25/2014 to 6/1/2015

Technical Assistance Items

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

G1. Every student will receive the necessary instruction to master or exceed grade level standards by teachers delivering differentiated instruction in small groups.

G1.B1 A large network of support staff is required to assist our large population of struggling students

G1.B1.S1 Allocate four extra resource teacher positions to work in small groups within MTSS blocks built into the Master schedule to increase math and reading proficiency..

PD Opportunity 1

Resource Teachers will work with grade level teams to provide small group differentiated instruction on a daily basis.

Facilitator

Cari O'Rourke

Participants

Instructional Staff

Schedule

Daily, from 8/5/2014 to 8/5/2014

G2. Teachers will collaboratively plan and deliver rigorous lessons which will increase student engagement across all core academic areas.

G2.B2 Limited team planning

G2.B2.S1 Teachers will be provided an extended planning period once a month in addition to their regular planning period and will be paid for after school planning on a regular basis.

PD Opportunity 1

Provide time for grade level teams to meet for collaborative planning.

Facilitator

Gwenn Angus Matt Zagaeski

Participants

Grade level teachers Specials teachers Resource teachers ESE teachers

Schedule

Weekly, from 9/9/2014 to 6/1/2015

Budget Rollup

Summary

Description	Total
Goal 1: Every student will receive the necessary instruction to master or exceed grade level standards by teachers delivering differentiated instruction in small groups.	65,000
Grand Total	65,000

Goal 1: Every student will receive the necessary instruction to master or exceed grade level standards by teachers delivering differentiated instruction in small groups.

Description	Source	Total
B1.S1.A1	Title I Part A	65,000
Total Goal 1		65,000