

Westside High School



2014-15 School Improvement Plan

Westside High School

5530 FIRESTONE RD, Jacksonville, FL 32244

<http://www.duvalschools.org/forrest>

School Demographics

School Type

High

Title I

Yes

Free/Reduced Price Lunch

55%

Alternative/ESE Center

No

Charter School

No

Minority

77%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	C	C	C	C

School Board Approval

This plan was approved by the Duval County School Board on 11/4/2014.

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	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	35
Appendix 2: Professional Development and Technical Assistance Outlines	38
Professional Development Opportunities	39
Technical Assistance Items	42
Appendix 3: Budget to Support Goals	43

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	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To provide educational excellence in every school, in every classroom, for every student, every day.

Provide the school's vision statement

Every student is inspired and prepared for success in college or a career, and life.

School Environment

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

When students enter Westside, they meet with counselors and administrators to begin to build relationships and learn about their cultures. In addition, the administration and faculty make every effort through individualized meetings, parent nights, open houses, and surveys to learn about student cultures. The school adjusts instruction and operation to account for various cultural and language needs.

All teachers are encouraged to build relationships with their students. This does not apply simply to the classroom. Teachers serve as mentors for students and sponsors of the various clubs, sports, and academic departments. All students have at least one teacher that takes an interest in them outside of the classroom. Teachers receive guidance and help from administrators, coaches, and counselors in building relationships with students and their families. Teachers are encouraged to have students fill out surveys in the beginning of the year with interests and family information to help the relationship building process.

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

Student safety and respect are a priority at Westside High School. The school administration establishes a safety plan annually that is then disseminated to teachers and students. The entire faculty and staff are knowledgeable about the plan and help to support the safety of all students. For example, faculty and administration stand in the hallways during class change to help transition students and head off any problems. In addition, all faculty and staff wear ID's to help distinguish between visitors and those on the premise without authority.

In addition, students feel that they can come to other teachers or administration if they feel disrespected or unsafe. The school staff works diligently to ensure that all students feel comfortable reporting issues. Students are encouraged to build relationships with faculty and staff through classes, clubs, sports, and other activities.

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

During pre-planning, all faculty and staff received training on the Student Code of Conduct and behavioral expectations for students. During the first week of school, homeroom teachers went over this information with students, and then grade level assemblies were held to reinforce this information. The Foundations team works throughout the year to help ensure that positive behavior

and expectations are reinforced. Some of their programs include: monthly positive character traits, daily announcement with expectations, and common area programming.

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

Westside offers a wide array of programs to meet the social-emotional needs of students, and has partnered with Full Service Schools to ensure that all needs are met. Westside offers tutoring, mentoring with teachers or peers, counseling through in house counselors and Full Service counselors, and peer mediators through our Restorative Justice program.

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

Westside uses a variety of early warning system to identify students and use targeted interventions to ensure they are able to receive a diploma. Attendance is tracked through guidance and the deans' offices. Attendance reports are run weekly, and the guidance and MRT teams use parental meetings, contracts, and the truancy office to increase attendance. In addition, students who miss three or more consecutive days indicate to teachers that a phone call and mailed letter home must occur. The deans' offices track the number of behavioral referrals and use targeted interventions such as parental meetings, restorative justice, and new detention systems to reduce the number of suspensions and help increase appropriate behavior in school.

Guidance and teachers identify failing students early. Students who are failing are notified by a scholarship warning that is both mailed home and given to students in person. Students are offered the opportunity to increase their grades through teacher given make up work and tutoring. In addition, guidance notifies students who have failed a semester or year and then offer the opportunity to attend virtual or night school to recover their credits.

Students who receive a 1 or 2 in the state wide assessments for math or language arts are identified and scheduled in to enrichment courses to help offer remediation and increase scores. Students are either in reading or enrichment math.

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
	9	10	11	12	
Attendance below 90 percent	0	0	0	0	
One or more suspensions	0	2	0	0	2
Course failure in ELA or Math	10	23	28	2	63
Level 1 on statewide assessment	149	107	89	38	383

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 uses several strategies to address these issues. Attendance is monitored through guidance and MRT teams that then schedule meetings with parents and use contracts and truancy to help improve attendance,. In addition, teachers are required to make parent contact or, failing that, discuss with administrators any failing students or students with attendance issues. Teachers notify parents of failing students over the phone and in writing and notify administrators and counselors to then intervene. Westside also offers evening school and tutors to help improve grades or recover a course if needed. Westside also offers Saturday school for all students, but especially those who have failed state assessments to help improve scores.

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/182664>.

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 school administration and teachers work with the community to secure and utilize resources to support the school and student achievement. The administration works to build relationships through targeted identification of partners and offering open houses. The school is working with Discover Duval Schools, Full Service Schools, Challenge Day, and Communities in schools this year to increase community involvement.

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
Bostic, Gregory	Principal
Harris, Oscar	Assistant Principal
Timmons, Ernest	Dean

Duties

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

Rtl: TIER I

Principal and Administrators provides a common vision for the use of data-based decision-making, ensures adequate Professional Development to support Rtl implementation. They also communicate with parents regarding school-based Rtl plans and activities.

Dean of students will educate all student on the District Code of Conduct and process, monitor, and implement strategies to reduce the number of discipline referrals using school-based Rtl plans. Graduation Coach will coordinate with all stakeholders to improve the graduation rates for all populations. Identify "At Risk" population and Student with Disabilities to implement necessary interventions to ensure graduation using school-based Rtl plans. In addition the Graduation Coach will also encourage the enrollment into accelerated coursework for all high school students at Forrest. Instructional Coach(es) develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. General Education and Exceptional Student Education (ESE) teachers provides information about core instruction, participates in student data collection, delivers Tier I instruction/intervention, and, after exhausting all Tier I intervention strategies, develops Tier II referrals based on student need.

Rtl: TIER II

The school-based MTSS Leadership Team follows a structured problem-solving process to develop planned and researchbased interventions. This process is implemented when a teacher refers a student for academic or behavioral difficulties to the team. It includes identifying students at risk for learning or behavioral issues, tailoring intervention plans to meet individual needs, and monitoring these students' (measurable) progress over time ensure that they are closing the gap with their peers. The team also adopts decision rules to know when struggling students have not responded to intervention and should be transitioned to receive Tier III services. MTSS meetings follow a structured format to address Tier II teacher referrals. The Facilitator, Coordinator, Case Manager, Recorder, Referring Teacher, and any other interested school-based personnel attend Tier II referral meetings. First, the team assesses concerns presented by the referring teacher. Together, the team and teacher identify the student's strengths, talents, and interests. This information is used to inform decision-making on individualized interventions that will motivate the student to move towards desired outcomes. The team reviews progress monitoring, midyear, end of year, baseline and/or background data collected on the student prior to the meeting to gain a better understanding of the nature of the referral concern. Upon thorough data review, the team narrows its focus to target teacher concerns and designs an intervention plan to address said concerns. Within the plan, the team includes set academic or behavioral outcome goals and methods for progress monitoring. If parents or other student advocates cannot attend the meeting, a team member is designated to contact them and communicate the main details of the intervention plan. Finally, the MTSS team reviews intervention and monitoring plans to ensure that the teacher and other team members understand the elements of the intervention plan.

Rtl; TIER III

The school-based MTSS Leadership team will monitor progress of Tier II intervention plans. In the event that Tier II strategies are ineffective, the team will develop individualized and intensive Tier III service plans. Tier III service plans are reserved for students with chronic and severe academic delays or behavioral problems. Such delays and problems are determined by following Tier II problem-solving process, drawing upon multiple sources of data, and by analyzing multiple progress monitoring data-points collected across time. The MTSS team uses the following guiding question when determining Tier III necessity: What ongoing supports does this student require and in what setting(s) should they be provided to facilitate the greatest success possible?

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

Westside leadership team is divided into Professional Learning Communities to address the development and implementation of different parts of the SIP and MTSS plan. The Leadership team and coaches provides data on Tier I, II, and III targets, academic and social/emotional areas that needed to be addressed, helps set clear expectations for instruction (Rigor, Relevance, Relationship), and facilitates the development of a systemic approach to teaching. The MTSS Leadership team is involved in the problem solving model and the implementation of tiered action steps. The Leadership team works to interpret best practices for interventions and strategies. Additionally, the Leadership Team implements procedures and utilizes Professional Learning Communities time for developing student-driven individual progress monitoring plans and maintaining records of relevant data.

Title I, Part A: Services are provided to ensure students requiring additional remediation are assisted through after-school and weekend tutoring programs. In addition, Intervention time is offered during regular school hours. All students in need of additional services for reading and math remediation are scheduled into the appropriate classes.

Title I, Part D: District receives supplemental funds for improving basic educational programs through the purchase of educational equipment and educational software programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title II: Services are provided through the District office for instructional support and educational materials for students who are English Language Learners. Teachers provide appropriate accommodations for ELL students in the classroom and during Assessments. Teachers receive strategies to assist ELL students through Common Planning and PLC trainings.

Title X: District homeless social worker provides resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. School based Mentoring is provided by Guidance Counselors.

Supplemental Academic Instruction: SAI funds will be used to fund during the day and after school tutoring programs.

Nutrition Programs: Students will be provided breakfast via the Breakfast in the Classroom(BIC) program through Community Eligibility Options (CEO). Entire student population is eligible for Free or Reduced lunch.

Violence Prevention Programs: Students will participate in Challenge Day. Community in Schools assist with counseling with students transitioning into 9th grade. Student Code of Conduct training for entire student population.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
LeAndre Wright	Parent
Dr. Gregory D. Bostic	Principal
Rebecca Bryner	Teacher
Asante Dean	Teacher
Missy Rodriguez	Parent
Gerald D. Rogers	Business/Community
Shanela Brown	Parent
Clara Damien	Parent
Cassandra Person	Parent
Earl Randolph	Parent
Carlos Ziegler	Business/Community
Lizzie Negron	Parent
Deja Wright	Student
Ty'Darius Fenderson	Student
Carol Simpkins	Parent
Jama Bell	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

The SAC was instrumental in reviewing and evaluating last year's School Improvement Plan. After the plan had been peer reviewed, it was sent out via e-mail for members to read in advance. During the next meeting, the SIP was the new business on the agenda. Members discussed various items in the SIP and what new items they would like to add. The school based team then took those into consideration, and added the idea or partial ideas to the school's plan.

Development of this school improvement plan

The SAC reviewed the plan and then submitted suggested changes to the principal. In addition, teacher members from the SAC also were members of the SIP team during drafting, so that the SAC's ideas could be implemented within the SIP.

Preparation of the school's annual budget and plan

The SAC reviewed suggested budgeted items, sent suggestions to the principal, and voted on the use of school improvement funds.

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

Last year, the school was allocated just over 6,500 dollars as School Improvement funds. The school and SAC choose to invest this money in two areas: safety/security and instruction. Just over \$5,000 was used to purchase student clicker response system to increase engagement and give teachers real time data about student understanding. The rest of the funds were used to purchase radios and earpieces for security guards and administrators.

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
Bostic, Gregory	Principal
Hunter, Austin	Instructional Coach
Ashley, Sharmariton	Teacher, K-12
Heitmann, Kristina	Teacher, K-12
Timmons, Ernest	Dean

Duties

Describe how the LLT promotes literacy within the school

Major initiatives for the LLT include: bi-weekly staff trainings related to vocabulary development and higher-order questioning, demonstration lessons in all content areas, focus lessons on reading and writing in the content areas, quartley school-wide reading strategies, implementation of Cornell Notes for application and synthesis school wide.

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

All teachers participate in weekly 90 minute common planning that is run by an instructional coach, assistant principal or department head. All departments create norms and expectations of how common planning should be run effectively. Teachers are encouraged to participate in lesson and book studies to improve practice and share best practices.

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

The Administration Team works diligently to recruit and retain high quality teachers. They seek to identify talented and qualified candidates and then facilitate certification issues if necessary. The team works in concert with the district certification office to ensure teachers meet all certification requirements. Also, the team utilizes the county based computerized system to locate highly qualified candidates. Lastly, the administrative team also works with outside organizations such as Teach for America to ensure the recruitment of high quality teachers.

In order to retain highly qualified teachers, the administration encourages leadership development; and supports efforts to improve educational practice among the faculty and staff. The school through the use of the administrative team and instructional coaches offers training during planning periods and after-school to enhance effective instructional strategies. Additionally, department leads and coaches conduct on-site technology in-service to enhance instruction and teacher productivity. In-service topics include Pearson Inform, CHAMPs, Safe and Civil Schools, CAR-PD, OnCourse and data analysis.

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

Westside High School participates in the Duval County Teacher Induction Program for teachers new to the county. Additionally the school supports new teachers through Clinical Educator Training. Forrest High School holds an orientation meeting, scheduled mentor sessions, and several new teacher trainings conducted by mentor teachers. Mentor teachers and mentees are paired together based on subject area and the mentor's strength. School administration conducts extensive classroom observations, completes at least 2 formal evaluations, and monitors each teacher for progress toward the teaching competencies. Two mentor teacher observations are also completed for each new teacher. Each mentor teacher must have completed the complete Clinical Educator Training and receive recommendation from administration to mentor a new or struggling teacher.

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

The school ensures its core instructional programs and materials are aligned to Florida's standards through a close working relationship with the district. Duval Schools employs teams for curriculum and assessment writing that are made up of teachers, specialists, and coaches from specific content areas. This team ensures all curriculum and materials that are pushed out are aligned to the standards. Teachers at Westside utilize the curriculum guides and materials provided by the district. In addition, coaches and administrators provide professional development and follow up on how to unwrap benchmarks and align products to the standards.

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

Westside utilizes data in a variety of meaningful ways. Students who were not proficient on state exams are targeted for intervention during scheduling. They are scheduled into cohort classes of ELA and Reading and/ or Math and Math enrichment to help increase instructional time. Students also receive differentiated reading instruction in ELA, reading, science, and social studies through the implementation of the online program Achieve3000.

Departments structure DI differently, however, all departments offer some form of data driven DI every class. For example, students in reading enrichment (9th and 10th grade) receive the Diagnostic Reading Assessment, and the teacher implements rotations so he or she can meet with small groups and offer DI daily. ELA and Social Studies use common assessments and CGAs to group students based on data and then provide targeted differentiated instruction to students in small groups.

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: 4,680

Westside offers after school and weekend tutoring and enrichment in core academic areas. Students areas of weakness are identified and they can registered accordingly. Westside also offers enrichment activities after school to contribute to a well rounded education. These enrichment activities are run by teachers and the administration.

Strategy Rationale

Strategy Purpose(s)

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

Person(s) responsible for monitoring implementation of the strategy

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

The data for after school tutoring is tracked by administration and classroom teachers. Data points collected include assessment scores (progress monitoring and summative data), classroom observational data (behavior, participation). This data is then analyzed continuously by instructional coaches and administrators to determine the effectiveness and implement possible improvements.

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

Students entering the 9th grade are enrolled in a Transitional Course that focuses on supporting them as they acclimate to high school. Students receive targeted support and become accustomed to the school culture through this highly engaging course. In addition, all 9th grade students meet with a counselor within the first semester.

Senior students receive support through the graduation coach and guidance counselors. Seniors meet with counselors and graduation coach regularly to discuss post-secondary plans and why they need to reach these goals. In addition, senior parents are invited to quarterly parent nights so they can become involved and informed.

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

Each student meets personally with their school counselor to review prior coursework and select new coursework that aligns with their academic and career goals. Data chats with students are conducted by teachers and guidance counselors frequently.

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

In an effort to help students see the relevance between their high school curriculum and their future career goals, at Westside we offer a variety of accelerated and industry certification programs such as AICE, Dual Enrollment, Advanced Placement Courses, Logistics, Administrative Office/Digital Design, Culinary Arts as well as Air Force ROTC.

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

We offer the PSAT to all 10th graders. PERT is offered multiple times during the school year for juniors and seniors to achieve post-secondary readiness scores. Math of College Readiness is offered to prepare students for PERT testing. We provide students access and support in registering for the ACT/SAT and provide ACT and SAT waivers for all of our 11th and 12th grade students.

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

Our graduation coach works with 11th and 12th graders to ensure that they register for and take the SAT and ACT to increase college readiness and those eligible for graduation. In addition, the school has overhauled the curriculum for reading and math to increase the number of students proficient on graduation exams.

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.** All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model including quarterly reading strategies and accommodations for ESOL and ESE students.
- G2.** Mathematics: To increase the number of students proficient (level 3 or better) on the Algebra I and Geometry EOC exams. (This goal will support Reading and Math)
- G3.** Biology EOC scores will improve by 13%. All Science teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model including quarterly reading strategies and accommodations for ESOL and ESE students.
- G4.** Discipline: Decrease chronic absenteeism and tardies in order to maximize classroom instructional time to improve the student achievement in all 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. All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model including quarterly reading strategies and accommodations for ESOL and ESE students.

1a

G042511

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	51.0
AMO Math - All Students	45.0
4-Year Grad Rate (Standard Diploma)	85.0

Resources Available to Support the Goal 2

- PD during early release days and common planning
- Coach Implementing the Coaching Cycle
- Common planning within each department.
- Administrative support in common planning
- Enrichment courses cohorted with ELA and math courses.
- ESOL endorsed teachers and district specialists
- Gradual release model used in all classrooms.
- Common assessments.
- Opportunities for out of class tutoring.
- Push in and Pull out support for ESOL and EE/SS students.
- School wide use of interactive notebooks.

Targeted Barriers to Achieving the Goal 3

- 4. Lack of variety in instructional strategies to support gradual release.
- 8. Lack of knowledge/ fidelity in implementing gradual release in classrooms

Plan to Monitor Progress Toward G1. 8

Achievement of targeted reading, math, and post secondary proficiency percentages.

Person Responsible

Austin Hunter


Schedule

Monthly, from 9/22/2014 to 5/1/2015

Evidence of Completion

Increased reading, math, and post-secondary proficiency.

G2. Mathematics: To increase the number of students proficient (level 3 or better) on the Algebra I and Geometry EOC exams. (This goal will support Reading and Math) **1a**

 G042512

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	45.0

Resources Available to Support the Goal **2**

- District Provided Technology (i.e. computers, ipads, clickers), Wireless Access, Projectors and Document Cameras
- District Provided programs targeting specific sub-groups: Carnegie Learning Online and Glencoe Materials.
- District Provided Textbooks, Glencoe Materials, Carnegie Textbooks, and Springboard
- Supporting Personnel: Administration, Math Coach, ELL and ESE Support Facilitator
- Additional time for Professional Development, Common Planning, and Action Research
- Free online resources: Gizmos and Algebra Nation

Targeted Barriers to Achieving the Goal **3**

- Lack of Teacher Content Knowledge (ELL & ESE strategies, best practices, and accommodations),
- Student/Teacher Relationships & Student and Teacher Buy-in

Plan to Monitor Progress Toward G2. **8**

Analyze reports, Informal and formal observations,
Lesson reflections and revision

Person Responsible

Schedule

Evidence of Completion

Evidence of behavior management and classroom culture as seen by coaches and administrators
Lesson plan records Decrease in the absent and tardy rates

G3. Biology EOC scores will improve by 13%. All Science teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model including quarterly reading strategies and accommodations for ESOL and ESE students. 1a

G042513

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	75.0

Resources Available to Support the Goal 2

- PD early release days.
- Common planning within each department.
- Administrative support.
- ESOL endorsed teachers.
- Gradual release model used in all classrooms
- Common assessments.
- Opportunities for out of class tutoring
- Support for ESOL and ESE students.
- Increased planning.
- District Specialists and Support
- Achieve 3000- DI for students
- School Wide Use of Interactive Notebooks

Targeted Barriers to Achieving the Goal 3

- Fidelity of implementation.
- Lack of Interactive Notebook Strategies

Plan to Monitor Progress Toward G3. 8

Common Planning

Person Responsible

Gregory Bostic

Schedule

Weekly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Data from students on commonly planned lessons, quality of work based on needs and rubric completed in common planning

G4. Discipline: Decrease chronic absenteeism and tardies in order to maximize classroom instructional time to improve the student achievement in all areas 1a

G042514

Targets Supported 1b

Indicator	Annual Target
-----------	---------------

Resources Available to Support the Goal 2

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G4. 8

Person Responsible

Schedule

Evidence of Completion

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. All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model including quarterly reading strategies and accommodations for ESOL and ESE students. **1**

 G042511

G1.B4 4. Lack of variety in instructional strategies to support gradual release. **2**

 B103729

G1.B4.S1 Utilize common planning to share best practices, provide professional development, and participate in lesson and book studies. The coach will then come in and help teachers improve through the use of the coaching cycle. **4**

 S127626

Strategy Rationale

Teachers will be provided the opportunity to learn with their peers and be provided individual professional development through the coaching cycle. Teacher improvement in the utilization of gradual release will result in student improvement.

Action Step 1 **5**

Coach, AP, or principal will attend common planning and provide professional development.

Person Responsible

Austin Hunter

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Common planning logs, agendas, and products. AP and Principal will be able to observe the effective use of gradual release in the classroom.

Plan to Monitor Fidelity of Implementation of G1.B4.S1 6

Coach, AP , and Principal will conduct observations to ensure what teachers learned is being implemented.

Person Responsible

Gregory Bostic

Schedule

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

Evidence of Completion

Common planning logs, agendas, and products. Principal will be able to observe effective use of gradual release and be able to see on lesson plans.

Plan to Monitor Effectiveness of Implementation of G1.B4.S1 7

The coach will utilize the coaching cycle to support teachers who are not implementing strategies and gradual release effectively.

Person Responsible

Austin Hunter


Schedule

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

Evidence of Completion

Coach logs demonstrating coaching cycles. Teacher observations and lesson plans.

G1.B8 8. Lack of knowledge/ fidelity in implementing gradual release in classrooms 2

 B103733

G1.B8.S1 Strategy 1- Coach implementing coaching cycle to model various aspects of gradual release aligned to teacher needs 4

 S114880

Strategy Rationale

Coaching helps increase teacher proficiency which will increase student achievement.

Action Step 1 5

The coach and teacher will identify areas of need with regard to gradual release. The coach will implement the coaching cycle to improve teacher's implementation.

Person Responsible

Schedule

Evidence of Completion

Coach and teacher will document via coaching logs and reflection sheets. In addition, teachers' lesson plans and instruction will show improvement in the identified area.

Plan to Monitor Fidelity of Implementation of G1.B8.S1 6

Monitor coaching logs and classroom instruction for evidence

Person Responsible

Schedule

Evidence of Completion

Classroom instruction that improves in the use of gradual release, student data (i.e. exit slips)

Plan to Monitor Effectiveness of Implementation of G1.B8.S1 7

During common planning and meetings with coach teachers will discuss needs and improvements


Person Responsible

Schedule

Evidence of Completion

Documentation provided during PLC meetings.

G1.B8.S2 Strategy 4- Increase teacher common planning to increase fidelity of gradual release in lessons. 4

 S114883

Strategy Rationale

Teachers will have more time to share best practices and plan together.

Action Step 1 5

Teacher will utilize common planning at least 90 minutes per week in order to improve fidelity and implementation of gradual release.

Person Responsible

Schedule

Evidence of Completion

Lesson plans and student data will reflect the fidelity of implementation.

Plan to Monitor Fidelity of Implementation of G1.B8.S2 6

Monitor use of fidelity of gradual release model

Person Responsible

Schedule

Evidence of Completion

Teachers will use the gradual release model with fidelity in their lesson plans and execution.

Plan to Monitor Effectiveness of Implementation of G1.B8.S2 7

Increased participation in school activities.


Person Responsible

Schedule

Evidence of Completion

Log of increased attendance at extra-curricular activities.

G1.B8.S3 Utilize common planning to share best practices, provide professional development, and participate in lesson and book studies. The coach will then come in and help teachers improve through the use of the coaching cycle. [copy] 4

 S127642

Strategy Rationale

Teachers will be provided the opportunity to learn with their peers and be provided individual professional development through the coaching cycle. Teacher improvement in the utilization of gradual release will result in student improvement.

Action Step 1 5

Coach, AP, or principal will attend common planning and provide professional development.

Person Responsible

Austin Hunter

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Common planning logs, agendas, and products. AP and Principal will be able to observe the effective use of gradual release in the classroom.

Plan to Monitor Fidelity of Implementation of G1.B8.S3 6

Coach, AP , and Principal will conduct observations to ensure what teachers learned is being implemented.

Person Responsible

Gregory Bostic

Schedule

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

Evidence of Completion

Common planning logs, agendas, and products. Principal will be able to observe effective use of gradual release and be able to see on lesson plans.

Plan to Monitor Effectiveness of Implementation of G1.B8.S3 7

The coach will utilize the coaching cycle to support teachers who are not implementing strategies and gradual release effectively.

Person Responsible

Austin Hunter

Schedule

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

Evidence of Completion

Coach logs demonstrating coaching cycles. Teacher observations and lesson plans.

G2. Mathematics: To increase the number of students proficient (level 3 or better) on the Algebra I and Geometry EOC exams. (This goal will support Reading and Math) 1

G042512

G2.B3 Lack of Teacher Content Knowledge (ELL & ESE strategies, best practices, and accommodations), 2

B103738

G2.B3.S2 Teachers will utilize common planning to facilitate teacher growth with regard to best practices, content knowledge, and strategies 4

S114888

Strategy Rationale

Action Step 1 5

The math department will utilize common planning time to improve teacher practices and knowledge.

Person Responsible

Schedule

Evidence of Completion

Completed teacher common planning forms and rubric, improved lesson plans and delivery as observed by the coach and administrators

Plan to Monitor Fidelity of Implementation of G2.B3.S2 6

Utilization of common planning to improve teacher effectiveness through sharing of content knowledge, best practices, and strategies

Person Responsible

Schedule

Evidence of Completion

Common planning forms, Lesson plans that are created during common planning, improvement in teacher effectiveness

Plan to Monitor Effectiveness of Implementation of G2.B3.S2 7

Utilization of common planning to improve teacher effectiveness through sharing of content knowledge, best practices, and strategies


Person Responsible

Schedule

Evidence of Completion

Anecdotal observations Coach and administration lead common planning Quality products produced during common planning

G2.B5 Student/Teacher Relationships & Student and Teacher Buy-in 2

 B103740

G2.B5.S2 Consistency and Structure 4

 S114892

Strategy Rationale

Action Step 1 5

Establish consistency and structure

Person Responsible

Schedule

Evidence of Completion

Student and Parent signature on syllabus, evidence of behavior management plan

Action Step 2 5

Maintain consistency and structure

Person Responsible

Schedule

Evidence of Completion

Data logs, evidence of behavior management plan

Plan to Monitor Fidelity of Implementation of G2.B5.S2 6

Informal and formal observations
Lesson reflections and revision

Person Responsible

Schedule

Evidence of Completion

Evidence of behavior management and classroom culture as seen by coaches and administrators
Lesson plan records

Plan to Monitor Effectiveness of Implementation of G2.B5.S2 7

Informal and formal observations
Lesson reflections and revision

Person Responsible

Schedule

Evidence of Completion

Evidence of behavior management and classroom culture as seen by coaches and administrators
Lesson plan records

G2.B5.S3 Acknowledge student achievement inside and outside of classroom 4

 S114893

Strategy Rationale

Action Step 1 5

Acknowledgment of student achievement inside the classroom

Person Responsible

Schedule

Evidence of Completion

Student work wall and data chat logs

Action Step 2 5

Acknowledgment of student achievement outside the classroom

Person Responsible

Schedule

Evidence of Completion

School activities wall in classroom

Plan to Monitor Fidelity of Implementation of G2.B5.S3 6

Informal and formal observation by administration and coach

Person Responsible

Schedule

Evidence of Completion

CAST evaluations

Plan to Monitor Effectiveness of Implementation of G2.B5.S3 7

Administration and Coach

Person Responsible

Schedule

Evidence of Completion

CAST evaluations

G3. Biology EOC scores will improve by 13%. All Science teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model including quarterly reading strategies and accommodations for ESOL and ESE students. 1

G042513

G3.B6 Fidelity of implementation. 2

B103748

G3.B6.S1 Utilize common planning and coaching cycle to improve fidelity of implementation including: modeled lessons from coach, common planning to collaborate and model lessons to ensure fidelity, lesson studies to promote discussion and modeling. 4

S114897

Strategy Rationale

Utilizing the coaching cycle ensures all teachers have the same picture and will improve student achievement.

Action Step 1 5

Common Planning

Person Responsible

Gregory Bostic

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Common planning logs, lessons written and conducted with fidelity

Plan to Monitor Fidelity of Implementation of G3.B6.S1 6

Monitor fidelity of Common Planning

Person Responsible

Gregory Bostic

Schedule

Evidence of Completion

Completed common planning logs and lesson plans

Plan to Monitor Effectiveness of Implementation of G3.B6.S1 7

Common Planning

Person Responsible


Gregory Bostic

Schedule


Evidence of Completion

Student data that reflects the success of the lesson

G3.B11 Lack of Interactive Notebook Strategies 2

 B115771

G3.B11.S1 Utilize common planning and early release professional development to share best practices and create new strategies to use with the interactive notebook. 4

 S127447

Strategy Rationale

Increasing the number of strategies that are aligned with the school wide push for interactive notebooks will help increase student engagement and ownership of work.

Action Step 1 5

Departments will participate in department common planning utilizing a lesson study to develop more strategies.

Person Responsible

Gregory Bostic

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Evidence of Completion

Common planning logs, agendas, and products will align.

Plan to Monitor Fidelity of Implementation of G3.B11.S1 6

AP and Principal will monitor common planning and products produced to ensure alignment.

Person Responsible

Gregory Bostic

Schedule

Biweekly, from 9/22/2014 to 6/5/2015

Evidence of Completion

Common planning logs, agendas, and products.

Plan to Monitor Effectiveness of Implementation of G3.B11.S1 7

Assistant Principals and Principal will monitor effective instruction in class and student achievement.

Person Responsible

Gregory Bostic

Schedule

Weekly, from 9/8/2014 to 6/5/2015

Evidence of Completion

Student products are aligned to standard and show mastery.

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.B8.S1.A1	The coach and teacher will identify areas of need with regard to gradual release. The coach will implement the coaching cycle to improve teacher's implementation.		Coach and teacher will document via coaching logs and reflection sheets. In addition, teachers' lesson plans and instruction will show improvement in the identified area.	once	
G1.B8.S2.A1	Teacher will utilize common planning at least 90 minutes per week in order		Lesson plans and student	once	

Duval - 2411 - Westside High School - 2014-15 SIP
Westside High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	to improve fidelity and implementation of gradual release.		data will reflect the fidelity of implementation.		
G2.B3.S2.A1	The math department will utilize common planning time to improve teacher practices and knowledge.		Completed teacher common planning forms and rubric, improved lesson plans and delivery as observed by the coach and administrators	once	
G2.B5.S2.A1	Establish consistency and structure		Student and Parent signature on syllabus, evidence of behavior management plan	once	
G2.B5.S3.A1	Acknowledgment of student achievement inside the classroom		Student work wall and data chat logs	once	
G3.B6.S1.A1	Common Planning	Bostic, Gregory	8/18/2014	Common planning logs, lessons written and conducted with fidelity	6/5/2015 weekly
G3.B11.S1.A1	Departments will participate in department common planning utilizing a lesson study to develop more strategies.	Bostic, Gregory	8/25/2014	Common planning logs, agendas, and products will align.	6/5/2015 weekly
G1.B4.S1.A1	Coach, AP, or principal will attend common planning and provide professional development.	Hunter, Austin	8/18/2014	Common planning logs, agendas, and products. AP and Principal will be able to observe the effective use of gradual release in the classroom.	6/5/2015 weekly
G1.B8.S3.A1	Coach, AP, or principal will attend common planning and provide professional development.	Hunter, Austin	8/18/2014	Common planning logs, agendas, and products. AP and Principal will be able to observe the effective use of gradual release in the classroom.	6/5/2015 weekly
G2.B5.S2.A2	Maintain consistency and structure		Data logs, evidence of behavior management plan	once	
G2.B5.S3.A2	Acknowledgment of student achievement outside the classroom		School activities wall in classroom	once	
G1.MA1	Achievement of targeted reading, math, and post secondary proficiency percentages.	Hunter, Austin	9/22/2014	Increased reading, math, and post-secondary proficiency.	5/1/2015 monthly
G1.B8.S1.MA1	During common planning and meetings with coach teachers will discuss needs and improvements		Documentation provided during PLC meetings.	once	
G1.B8.S1.MA1	Monitor coaching logs and classroom instruction for evidence		Classroom instruction that improves in the use of gradual release, student data (i.e. exit slips)	once	

Duval - 2411 - Westside High School - 2014-15 SIP
Westside High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B4.S1.MA1	The coach will utilize the coaching cycle to support teachers who are not implementing strategies and gradual release effectively.	Hunter, Austin	9/1/2014	Coach logs demonstrating coaching cycles. Teacher observations and lesson plans.	6/5/2015 daily
G1.B4.S1.MA1	Coach, AP , and Principal will conduct observations to ensure what teachers learned is being implemented.	Bostic, Gregory	9/1/2014	Common planning logs, agendas, and products. Principal will be able to observe effective use of gradual release and be able to see on lesson plans.	6/5/2015 weekly
G1.B8.S2.MA1	Increased participation in school activities.		Log of increased attendance at extra-curricular activities.	once	
G1.B8.S2.MA1	Monitor use of fidelity of gradual release model		Teachers will use the gradual release model with fidelity in their lesson plans and execution.	once	
G1.B8.S3.MA1	The coach will utilize the coaching cycle to support teachers who are not implementing strategies and gradual release effectively.	Hunter, Austin	9/1/2014	Coach logs demonstrating coaching cycles. Teacher observations and lesson plans.	6/5/2015 daily
G1.B8.S3.MA1	Coach, AP , and Principal will conduct observations to ensure what teachers learned is being implemented.	Bostic, Gregory	9/1/2014	Common planning logs, agendas, and products. Principal will be able to observe effective use of gradual release and be able to see on lesson plans.	6/5/2015 weekly
G2.MA1	Analyze reports, Informal and formal observations, Lesson reflections and revision		Evidence of behavior management and classroom culture as seen by coaches and administrators Lesson plan records Decrease in the absent and tardy rates	once	
G2.B3.S2.MA1	Utilization of common planning to improve teacher effectiveness through sharing of content knowledge, best practices, and strategies		Anecdotal observations Coach and administration lead common planning Quality products produced during common planning	once	
G2.B3.S2.MA1	Utilization of common planning to improve teacher effectiveness through sharing of content knowledge, best practices, and strategies		Common planning forms, Lesson plans that are created during common planning, improvement in teacher effectiveness	once	
G2.B5.S2.MA1	Informal and formal observations Lesson reflections and revision		Evidence of behavior	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
			management and classroom culture as seen by coaches and administrators Lesson plan records		
G2.B5.S2.MA1	Informal and formal observations Lesson reflections and revision		Evidence of behavior management and classroom culture as seen by coaches and administrators Lesson plan records	once	
G2.B5.S3.MA1	Administration and Coach		CAST evaluations	once	
G2.B5.S3.MA1	Informal and formal observation by administration and coach		CAST evaluations	once	
G3.MA1	Common Planning	Bostic, Gregory	9/22/2014	Data from students on commonly planned lessons, quality of work based on needs and rubric completed in common planning	6/5/2015 weekly
G3.B6.S1.MA1	Common Planning	Bostic, Gregory	Student data that reflects the success of the lesson	one-time	
G3.B6.S1.MA1	Monitor fidelity of Common Planning	Bostic, Gregory	Completed common planning logs and lesson plans	one-time	
G3.B11.S1.MA1	Assistant Principals and Principal will monitor effective instruction in class and student achievement.	Bostic, Gregory	9/8/2014	Student products are aligned to standard and show mastery.	6/5/2015 weekly
G3.B11.S1.MA1	AP and Principal will monitor common planning and products produced to ensure alignment.	Bostic, Gregory	9/22/2014	Common planning logs, agendas, and products.	6/5/2015 biweekly
G4.MA1	[no content entered]			once	

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. All teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model including quarterly reading strategies and accommodations for ESOL and ESE students.

G1.B4 4. Lack of variety in instructional strategies to support gradual release.

G1.B4.S1 Utilize common planning to share best practices, provide professional development, and participate in lesson and book studies. The coach will then come in and help teachers improve through the use of the coaching cycle.

PD Opportunity 1

Coach, AP, or principal will attend common planning and provide professional development.

Facilitator

Austin Hunter

Participants

All departments

Schedule

Weekly, from 8/18/2014 to 6/5/2015

G1.B8 8. Lack of knowledge/ fidelity in implementing gradual release in classrooms

G1.B8.S1 Strategy 1- Coach implementing coaching cycle to model various aspects of gradual release aligned to teacher needs

PD Opportunity 1

The coach and teacher will identify areas of need with regard to gradual release. The coach will implement the coaching cycle to improve teacher's implementation.

Facilitator

Coach

Participants

Identified teachers

Schedule

G1.B8.S3 Utilize common planning to share best practices, provide professional development, and participate in lesson and book studies. The coach will then come in and help teachers improve through the use of the coaching cycle. [copy]

PD Opportunity 1

Coach, AP, or principal will attend common planning and provide professional development.

Facilitator

Austin Hunter

Participants

All departments

Schedule

Weekly, from 8/18/2014 to 6/5/2015

G2. Mathematics: To increase the number of students proficient (level 3 or better) on the Algebra I and Geometry EOC exams. (This goal will support Reading and Math)

G2.B5 Student/Teacher Relationships & Student and Teacher Buy-in

G2.B5.S2 Consistency and Structure

PD Opportunity 1

Maintain consistency and structure

Facilitator

Ms. Melton and Ms. Kohn

Participants

All departments

Schedule

G3. Biology EOC scores will improve by 13%. All Science teachers will implement effective teaching instruction aligned to standards through the Gradual Release Model including quarterly reading strategies and accommodations for ESOL and ESE students.

G3.B6 Fidelity of implementation.

G3.B6.S1 Utilize common planning and coaching cycle to improve fidelity of implementation including: modeled lessons from coach, common planning to collaborate and model lessons to ensure fidelity, lesson studies to promote discussion and modeling.

PD Opportunity 1

Common Planning

Facilitator

Academic Coaches and Administrators

Participants

All departments

Schedule

Weekly, from 8/18/2014 to 6/5/2015

G3.B11 Lack of Interactive Notebook Strategies

G3.B11.S1 Utilize common planning and early release professional development to share best practices and create new strategies to use with the interactive notebook.

PD Opportunity 1

Departments will participate in department common planning utilizing a lesson study to develop more strategies.

Facilitator

Ms. Wilcox and Mr. Hunter

Participants

All departments

Schedule

Weekly, from 8/25/2014 to 6/5/2015

Technical Assistance Items

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

Budget Rollup

Summary	
Description	Total
Grand Total	0