

Westside Elementary School

1956 SW COUNTY ROAD 252B, Lake City, FL 32024

<http://www.columbia.k12.fl.us/westside/index.html>

School Demographics

School Type
Elementary

Title I
No

Free/Reduced Price Lunch
57%

Alternative/ESE Center
No

Charter School
No

Minority
31%

School Grades History

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

School Board Approval

This plan was approved by the Columbia 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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	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

Westside Elementary is a family partnership committed to success by putting students first. Each child will be supported by "whatever it takes" to unlock or nourish their unique strengths, enabling them to acquire skills and knowledge to become successful lifelong learners. Westside Elementary will strive to produce self-motivated, enthusiastic, and active learners who will become respectful citizens.

Provide the school's vision statement

Westside Elementary will continuously reflect upon and respond to the needs of all learners as we and our students strive to acquire the skills, attitudes and knowledge to be creative problem solvers, reflective thinkers and caring citizens of a global community.

School Environment

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

Teachers show that they value students by giving them a place to feel safe, cared for and respected. Each faculty and staff member strives to demonstrate respect for each student's background and culture. These actions may include, but are not limited to, learning the proper pronunciation of a student's name and showing respect for the customs and traditions related to their culture. Lessons about different cultures related to the curriculum are used to allow students and teachers the opportunity to learn about and appreciate the difference between cultures. Teachers should also understand neighborhood demographics, challenges, strengths, and concerns. Students and teachers can learn from each others varied experiences and perspectives. Relationships between teachers and students are strengthened as a result of this process.

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

Westside Elementary strives to create an environment where students feel safe and respected. Visitors to WES must sign in and out through the front office. A drivers' license must be presented at this time. Licenses are processed through the RAPTOR system to assure that visitors who may have a criminal background are not permitted on campus, thus helping to ensure the safety of our students. Westside Elementary also has a Crisis Response Team in place as well as procedures to respond to emergency situations. During the school day, faculty and staff are in direct supervision of students at all times to assure the students are safe. Students are taught to respect themselves and others. Frequent walk throughs and observations are used to assure that faculty and staff are treating students in a respectful manner. Students and parents are encouraged to report incidences of bullying to the teacher, administration, or guidance counselor. When these incidences are reported, they are investigated by appropriate school staff.

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

Westside Elementary School utilizes a card system for behavior. Each card color represents a warning or a consequence. School wide rules, as well as the discipline plan, are taught and reviewed each morning during the first few weeks of school to ensure that all students have a clear understanding of the guidelines use to govern the classroom and school. Each color in the card system represents a warning and/or consequence. Through this system, students are given many opportunities to correct negative behavior before more serious consequences of calling the parent OR receiving a behavior referral and being sent to the principal occur. However, severe, disruptive or dangerous behavior is referred to the principal swiftly and directly. The card system allows for teachers to quickly address the misbehavior of a student with very little disruption to the rest of the class.

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

There are school wide programs to help increase students' self esteem. Students are recognized on the televised morning announcements for positive character traits. There is an open door policy for parents to talk to administrative team about any social-emotional needs of students. The school counselor provides bi-monthly large group guidance in the classrooms, focusing on developing positive character traits. The school counselor also provides small group and individual counseling based on specific student needs. The school also provides referrals for outside counseling services, when needed.

Early Warning Systems

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

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

Westside Elementary School takes a proactive approach to monitoring students who may exhibit one or more of the early warning indicators listed above. Teachers closely monitor student attendance, behaviors, and academics. Teachers communicate frequently with parents/guardians regarding students who exhibit EWS indicators through the use of planners, calendars, email, phone conferences, and face to face parent teacher conferences.

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	9	3	5	7	3	5	32
One or more suspensions	3	1	0	3	2	7	16
Course failure in ELA or Math	0	0	0	4	6	1	11
Level 1 on statewide assessment	0	0	0	3	10	4	17
	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
	K	1	3	4	5	
Students exhibiting two or more indicators	3	1	4	4	5	17

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

Westside Elementary school utilizes many intervention strategies to improve the academic performance of students identified by the early warning system. WES realizes that students can not receive the necessary instruction if they are not in attendance. For this reason, WES works hard to limit the number of out of school suspensions a student receives. Many times a student may receive in school suspension or detention. This way a student can still continue to do assigned work and receive instruction even though he/she is not in the classroom setting. Also, WES works closely with parents of students who are having issues with attendance. Parents are taken through the truancy procedures that are mandated by the school board. When these students are in attendance they received extra help and intervention in the classroom. This may come in the form of a paraprofessional who has been assigned to the student's classroom or a tutor paid by Title VI or internal funds. These interventions can be provided in small group settings or one-to-one, whichever the teacher deems most beneficial for the student.

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?

No

PIP Link

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

Description

Westside Elementary works diligently to insure that positive relationships are built between school and home. Each year, before school begins, WES hosts a Meet the Teacher event in which parents are invited to come to the school with their child(ren) and meet their child(ren)'s teacher for the upcoming school year. WES sends home a news letter twice a month to keep parents informed of activities and events that will be going on at the school. Students in grades 1-5 receive bi-weekly grade reports to keep parents abreast of their child's progress. These reports must be signed by the parent and returned to school. Report cards are sent home each nine weeks as well. Soon, parents will be able to access the FOCUS system to monitor student progress. Teachers are required to conference with each student's parent/guardian the first 9 weeks of the school year. Also, parents of struggling students are conferenced with more often during the school year, especially if there is a possibility that a student may be retained. Parents are encouraged to get school board approved so that they can volunteer at school or in their child(ren)'s classroom. Last year, WES recorded over 10,000 volunteer hours.

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

Westside Elementary works diligently to build and maintain relationships and partnerships with our community. Our business partners have purchased items such as daily student planners as well as science boards. Other businesses in our area have supported our school as well. Local restaurants host Westside Night. On these nights a percentage of the restaurant's profit is given back to the school.

Businesses also support our PTO and fall festival. Through this support WES is able to hire 2 additional tutors to assist with intervention of students who may or may not be identified by EWS.

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
Vinson, April	Principal
Camp, Janice	Assistant Principal
Bullard, Amanda	Instructional Coach
Higgs, Cherisse	Guidance Counselor
Creech, Roxanne	Instructional Media

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 is involved in the development of the schools MTSS/RTI plan as well as the SIP. Members of the LT work closely with each other as well as district level staffing specialists, psychologists, ESE teachers, and regular education teachers to ensure that the MTSS plan is carried out with fidelity.

Team Members/ Function

April Vinson Classroom observations, Fidelity of Plans

Janice Camp Classroom observations, Fidelity of Plans

Cherisse Higgs RTI/MTSS Coordinator

Amanda Bullard Assessments and Data Collection

Roxanne Burnam Media Specialist, Technology Coordinator

Members of the leadership team are also very involved in the development of the school improvement plan.

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

The purpose of the RTI Leadership team in our school is to ensure high quality instruction/ intervention matched to student needs and using performance level and learning rate over time to make data-based decisions to guide instruction.

The RTI LT reviews school wide student data to address the progress of low-performing students and determine the enrichment and acceleration needs of high performing students. The major goal is for all students to achieve adequate yearly progress and improve other long-term outcomes (behavior, attendance, etc.). The team uses the Problem Solving Model and ALL decisions are guided by the review and analysis of student data. The RTI LT is considered the main leadership team in our school. The RTI LT will meet and use the problem solving process to:

- Oversee the multi-layered model of service delivery (Core, Tier 2/Supplemental, and Tier 3/

Intensive)

- Based on student data, recommend, coordinate, and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:

- ? Tutoring during the school day in small group pull outs in reading, math, science, and writing.

- ? Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis.

- ? Determine school wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals.

- ? Review and interpret student data (academic, behavior, and attendance) at school and grade levels.

- ? Organize and support systematic data collection as needed.

- ? Strengthen the core curriculum instruction through supportive coaching, management of resources, and providing professional development in research based instructional strategies.

Title II:

These funds are allocated through the District Office.

Title VI:

These funds are allocated through the District Office.

Title X Homeless:

Handled through District Office

Violence Prevention Programs:

Too Good for Drugs K-5

Too Good for Violence K-5

The school has a CARES Counselor who meets frequently with students who need additional counseling.

Nutritional Programs:

Handled through District Office

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Amanda Bullard	Teacher
Laurel Benefield	Teacher
Alisa Epperson	Business/Community
Janine Flegert	Parent
Randy Higgs	Parent
Befateful Coker	Parent
Mark Feagle	Parent
Heather Jennings	Parent
Michele Parish	Education Support Employee
Lesia Wallace	Education Support Employee
Art Holliday	Business/Community
Dasaisha Murphy	Parent
Sharon Oliver	Parent
Stephanie Jackson	Parent
Lori Berry	Business/Community
Dolly Gonzalez	Parent
Dennille Decker	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

Last year's plan was evaluated by the SAC during the second meeting of the school year, when the current plan is set to be approved. Data that supported the plan's goals will be presented to the committee for evaluation and reflection.

Development of this school improvement plan

The SIP is a working document. It is developed by the faculty and staff. Each instructional and non-instructional member of the school is assigned to a committee. The committees use student and school data to create goals for improvement as well as strategies to attain these goals. The SAC committee meets in October to review the plan. At this time they may make suggestions for additions and/or revisions to improve the plan before it is approved by the school board. The SAC committee meets five times throughout the school year. During this time, they may still make suggestions and/or revisions to the plan.

Preparation of the school's annual budget and plan

This year Westside Elementary School did receive funds for school improvement. In preparation for this budget, the school committees met and if needed, requested funds for their specialized area. These requests were reviewed by the school leadership team and sent to SAC for approval. Listed below is the current budget and requests for the 2014-2015 school year.

- 1) Budget \$3,876.00
- 2) Committee Requests for Funds
 - a) Kindergarten Round-Up \$100.00
 - b) 4th and 5th Grade Candy Bar Rewards \$200.00 (Florida Standards Assessment)

- c) Writing Committee/Young Writers \$660.00 (Writes' Reward Luncheon)
- d) Writing Camp/Supplies \$400.00 (Preparation for Florida Standards Writing Assessment)
- e) Math- Jr. Einstein Club \$200.00 (Incentive for Addition and Subtraction math facts. 2nd and 3rd grade)
- f) Math- Einstein Club \$350.00 (Incentive for Multiplication facts. 4th and 5th grade)
- g) Technology/Supplies for Printers to Support AR and AM Programs \$1000.00
- h) Science Committee/Science Fair \$100.00 (Cost to host school science fair.)
- i) Science Family Night/Science Boards \$350.00 (Cost to purchase science boards)
- j) Spelling Bee \$113.00 (School Registration fee)
- k) Super Teacher Subscription 5th Grade \$80.00 (Website subscription for extra curriculum resources to to support instruction.)
- (1) Total Amount Requested (\$3553.00)

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

Last year 2013-2014 WES did not receive any new SAC funding. The budget was a roll over from the 2012-2013 school year.

- 1. Total Budget 2013-2014 (\$1790.00)
 - a. Total Amount Allocated Spent \$1,172.31
 - b. (Balance of \$617.69)
- SAC Funds spent.
 - a. Kindergarten Round-Up \$37.22
 - b. Writing Committee/Young Writers \$248.44
 - c. Math- Jr. Einstein Club \$45.28
 - d. Math- Einstein Club \$211.37
 - e. Science Committee/Science Fair
 - f. Ink for Printers \$630.00

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
Vinson, April	Principal
Camp, Janice	Assistant Principal
Bullard, Amanda	Instructional Coach
Creech, Roxanne	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

This year, the LLT will focus on strategies that will assist our teachers in implementing the new Florida Standards successfully as well as keep them abreast of the changing face of education in the state of FL and Columbia County. The LLT will also offer and facilitate professional learning

communities that will provide teachers with the time needed to fully analyze data and plan for rigorous and relevant classroom instruction with differentiation in all subject areas.

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

Westside Elementary has always prided itself in working diligently to promote positive working relationships between teachers. This year will be no different as we offer faculty and staff opportunities not only to be congenial, but more importantly collegial. Through weekly team planning sessions as well as common planning time, grade level teams work together to plan for rigorous instruction, discuss data, and share ideas that work. As a whole faculty, WES teachers come together monthly for large group professional development that is relevant for all. During these times, teachers have the chance to articulate across grade levels to ensure that appropriate instruction is taking place and to share ideas and expectations.

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

Westside Elementary uses the following strategies to recruit and retain highly qualified, certified-in-field, effective teachers.

1. Interview Qualified Candidates. (Principal and Interview Team)
2. College Interns/St. Leo's University (Principal)
3. Reviewing Resumes/Contacting References (Principal)
4. Teacher Mentors (Principal, Instructional Coach, Mentor Teacher)

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

Westside Elementary provides mentors for beginning teachers and teachers who are new to our school. Beginning teachers are paired with a teacher on their grade level. These mentors assist with planning, classroom management, model lessons, parent conferences and teaching methods. Mentors as well as the Principal and Instructional Coach will guide the beginning teacher in completing the domains of the Beginning Teacher Program.

New teachers, who may not be first year teachers, to our school are also provided with a grade level mentor. These mentors assist the new teacher with grade level lesson planning and expectations, and school procedures.

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

Westside Elementary ensures that its core instructional programs and materials are aligned to the Florida Standards by adopting curriculum that is on the state adopted list. Teachers have participated in professional development on the new Florida Standards and test specifications and will use this knowledge to ensure that curriculum aligns with 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 Elementary school prides itself on making certain that the needs of all students are met through differentiated instruction. Teachers use data (FCAT, STAR Reading, STAR Math) at the beginning of the year to begin forming groups for differentiation. As the year progresses, teachers monitor all students through formative assessments and informal mini assessments. From this data, teachers can move students into flexible learning groups for modified or supplemental instruction. Supplemental instruction (intervention) is provided through paraprofessionals in the classroom, as well as tutors hired with Title VI funds as well as internal funds.

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:

Strategy Rationale

Strategy Purpose(s)

""

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

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

Each year Westside Elementary hosts Kindergarten Round Up. This event occurs each May and gives parents and upcoming kindergarten students the opportunity to visit the school and kindergarten teachers. In the fall, when school begins, new kindergarten students and their parents have the opportunity to have a one on one conference with the teacher the first day of school. The next to days of school are only half days for kindergarten students helping to make the transition to whole days easier. During the first 30 days of school kindergarten teachers administer FLKRS. This screening is used to provide parents with useful information about a child's readiness for Kindergarten. It is also used to calculate a readiness rate for private and public school providers of the VPK Education Program.

Also, outgoing 5th graders are provided with the opportunity to attend a session with local middle school guidance counselors to help with the transition from elementary to middle school.

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

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

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

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

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Westside Elementary School will provide consistent high quality, rigorous instruction which addresses the new Florida Standards with differentiation and content area writing in Language Arts, Math, and Science to increase student achievement.

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. Westside Elementary School will provide consistent high quality, rigorous instruction which addresses the new Florida Standards with differentiation and content area writing in Language Arts, Math, and Science to increase student achievement. 1a

G044990

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	82.0

Resources Available to Support the Goal 2

- Highly Qualified Teachers
- Effective and Highly Effective Teachers
- ESE Teachers
- Experienced Paraprofessionals to provide intervention
- Journeys Reading Curriculum
- Differentiated Instruction in Small Group Settings
- Reading Intervention Programs
- SUMS
- Go Math Common Core Curriculum
- Florida Standards Writing Training

Targeted Barriers to Achieving the Goal 3

- Teachers are still becoming familiar with new Florida Standards.

Plan to Monitor Progress Toward G1. 8

DATA Analysis by Leadership Team

Person Responsible

April Vinson

Schedule

Every 6 Weeks, from 10/27/2014 to 4/30/2015

Evidence of Completion

Data from formative mini assessments, Performance Matters assessments and student artifacts.

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. Westside Elementary School will provide consistent high quality, rigorous instruction which addresses the new Florida Standards with differentiation and content area writing in Language Arts, Math, and Science to increase student achievement. **1**

 G044990

G1.B5 Teachers are still becoming familiar with new Florida Standards. **2**

 B110926

G1.B5.S1 Teachers will participate in writing training that reflects the Florida Standards and requirements of the new assessment, **4**

 S122372

Strategy Rationale

By providing pertinent training to WES teachers, they will have the skill set to provide relevant and rigorous instruction for writing in all content areas.

Action Step 1 **5**

Provide training for 3-5 Teachers concerning Florida Standards for writing.

Person Responsible

Amanda Bullard

Schedule

Every 6 Weeks, from 10/27/2014 to 5/31/2015

Evidence of Completion

Teachers providing instruction for Florida Standards writing in their classroom.

Plan to Monitor Fidelity of Implementation of G1.B5.S1 6

Professional Development for Teachers for Florida Standards for writing

Person Responsible

Amanda Bullard

Schedule

Every 6 Weeks, from 10/27/2014 to 5/31/2015

Evidence of Completion

Schedule of Professional Development, Agendas, Sign-In Sheets, Student Artifacts

Plan to Monitor Effectiveness of Implementation of G1.B5.S1 7

Westside Writes

Person Responsible

Janice Camp

Schedule

Every 6 Weeks, from 11/17/2014 to 4/30/2015

Evidence of Completion

Improvement in student writing.

G1.B5.S2 Teachers will participate in professional learning communities which address the new Florida Standards with differentiation and content area writing in Language Arts, Math, and Science to increase student achievement. 4

 S138252

Strategy Rationale

Professional learning communities will provide teachers with the opportunity to monitor student achievement data and make necessary changes to instruction.

Action Step 1 5

WES teachers will participate in professional learning communities.

Person Responsible

Amanda Bullard

Schedule

Biweekly, from 10/2/2014 to 5/29/2015

Evidence of Completion

Sign in sheets, agendas, lesson plans, and student artifacts.

Plan to Monitor Fidelity of Implementation of G1.B5.S2 6

Student data on progress monitoring assessments as well as classroom walk throughs.

Person Responsible

April Vinson

Schedule

Biweekly, from 10/2/2014 to 5/29/2015

Evidence of Completion

Student data, lesson plans, classroom walkthrough sheets.

Plan to Monitor Effectiveness of Implementation of G1.B5.S2 7

Teachers will be provided with the opportunity to meet together as a team frequently to discuss student data and instruction.

Person Responsible

April Vinson

Schedule

Biweekly, from 10/2/2014 to 5/29/2015

Evidence of Completion

Sign in sheets, agendas, lesson plans, and student artifacts.

G1.B5.S3 Teachers will participate in professional development and professional learning communities that address the new LAFS, MAFS, the FSA, as well as subject area EOC exams. 4

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Strategy Rationale

By participating in professional development teachers will become more familiar with the LAFS and the MAFS. This will assist teachers in planning and preparing for effective standards based instruction in the classroom.

Action Step 1 5

Teachers will participate in professional development and professional learning communities that address the new LAFS, MAFS, the FSA, as well as subject area EOC exams.

Person Responsible

April Vinson

Schedule

Monthly, from 10/2/2014 to 4/30/2015

Evidence of Completion

Observation and walkthrough sheets. Lesson plans. Progress monitoring assessments.

Plan to Monitor Fidelity of Implementation of G1.B5.S3 6

Fidelity of this implementation will be monitored through agendas and sign in sheets from these professional development opportunities.

Person Responsible

Amanda Bullard

Schedule

Monthly, from 10/2/2014 to 4/30/2015

Evidence of Completion

Agendas, sign in sheets, and monitored follow-up activities will be used as evidence of fidelity.

Plan to Monitor Effectiveness of Implementation of G1.B5.S3 7

Effectiveness of this strategy will be monitored through classroom observations of instruction as well as progress monitoring assessments of the LAFS and MAFS.

Person Responsible

April Vinson

Schedule

Biweekly, from 10/2/2014 to 4/30/2015

Evidence of Completion

Students performance data on progress monitoring assessments will be used as evidence to demonstrate the strategy was implemented with effectiveness.

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.B5.S1.A1	Provide training for 3-5 Teachers concerning Florida Standards for writing.	Bullard, Amanda	10/27/2014	Teachers providing instruction for Florida Standards writing in their classroom.	5/31/2015 every-6-weeks
G1.B5.S2.A1	WES teachers will participate in professional learning communities.	Bullard, Amanda	10/2/2014	Sign in sheets, agendas, lesson plans, and student artifacts.	5/29/2015 biweekly
G1.B5.S3.A1	Teachers will participate in professional development and professional learning communities that address the new LAFS, MAFS, the FSA, as well as subject area EOC exams.	Vinson, April	10/2/2014	Observation and walkthrough sheets. Lesson plans. Progress monitoring assessments.	4/30/2015 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.MA1	DATA Analysis by Leadership Team	Vinson, April	10/27/2014	Data from formative mini assessments, Performance Matters assessments and student artifacts.	4/30/2015 every-6-weeks
G1.B5.S1.MA1	Westside Writes	Camp, Janice	11/17/2014	Improvement in student writing.	4/30/2015 every-6-weeks
G1.B5.S1.MA1	Professional Development for Teachers for Florida Standards for writing	Bullard, Amanda	10/27/2014	Schedule of Professional Development, Agendas, Sign-In Sheets, Student Artifacts	5/31/2015 every-6-weeks
G1.B5.S2.MA1	Teachers will be provided with the opportunity to meet together as a team frequently to discuss student data and instruction.	Vinson, April	10/2/2014	Sign in sheets, agendas, lesson plans, and student artifacts.	5/29/2015 biweekly
G1.B5.S2.MA1	Student data on progress monitoring assessments as well as classroom walk throughs.	Vinson, April	10/2/2014	Student data, lesson plans, classroom walkthrough sheets.	5/29/2015 biweekly
G1.B5.S3.MA1	Effectiveness of this strategy will be monitored through classroom observations of instruction as well as progress monitoring assessments of the LAFS and MAFS.	Vinson, April	10/2/2014	Students performance data on progress monitoring assessments will be used as evidence to demonstrate the strategy was implemented with effectiveness.	4/30/2015 biweekly
G1.B5.S3.MA1	Fidelity of this implementation will be monitored through agendas and sign in sheets from these professional development opportunities.	Bullard, Amanda	10/2/2014	Agendas, sign in sheets, and monitored follow-up activities will be used as evidence of fidelity.	4/30/2015 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. Westside Elementary School will provide consistent high quality, rigorous instruction which addresses the new Florida Standards with differentiation and content area writing in Language Arts, Math, and Science to increase student achievement.

G1.B5 Teachers are still becoming familiar with new Florida Standards.

G1.B5.S1 Teachers will participate in writing training that reflects the Florida Standards and requirements of the new assessment,

PD Opportunity 1

Provide training for 3-5 Teachers concerning Florida Standards for writing.

Facilitator

Amanda Bullard, Mary Lewis

Participants

Teachers in Grades 3-5

Schedule

Every 6 Weeks, from 10/27/2014 to 5/31/2015

G1.B5.S2 Teachers will participate in professional learning communities which address the new Florida Standards with differentiation and content area writing in Language Arts, Math, and Science to increase student achievement.

PD Opportunity 1

WES teachers will participate in professional learning communities.

Facilitator

Amanda Bullard

Participants

All Teachers.

Schedule

Biweekly, from 10/2/2014 to 5/29/2015

G1.B5.S3 Teachers will participate in professional development and professional learning communities that address the new LAFS, MAFS, the FSA, as well as subject area EOC exams.

PD Opportunity 1

Teachers will participate in professional development and professional learning communities that address the new LAFS, MAFS, the FSA, as well as subject area EOC exams.

Facilitator

Amanda Bullard

Participants

All teachers.

Schedule

Monthly, from 10/2/2014 to 4/30/2015

Technical Assistance Items

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

Budget Rollup

Summary

Description	Total
Goal 1: Westside Elementary School will provide consistent high quality, rigorous instruction which addresses the new Florida Standards with differentiation and content area writing in Language Arts, Math, and Science to increase student achievement.	0
Grand Total	0

Goal 1: Westside Elementary School will provide consistent high quality, rigorous instruction which addresses the new Florida Standards with differentiation and content area writing in Language Arts, Math, and Science to increase student achievement.

Description	Source	Total
B5.S1.A1 - TIF/SEEC	Other	0
B5.S2.A1 - TIF/SEEC	Other	0
B5.S3.A1 - TIF/SEEC	Other	0
Total Goal 1		0