

A word cloud graphic featuring various educational and instructional terms. The words are arranged in a circular pattern, with 'students' and 'teaching' being the largest. Other prominent words include 'school', 'improvement', 'instruction', 'environment', 'family', 'community', 'collaborative', 'strategic', 'goals', 'mission', 'vision', 'public', 'and', 'career', 'college', 'and', 'planning', 'involvement', 'achievement', 'increased', 'relationships', 'building', 'needs', 'assessment', 'resources', 'strategies', 'ambitious', 'effective', 'leadership', 'supportive', 'problem', 'solving', 'step', 'zero', '8-Step', 'public', 'and', 'mission', 'vision'. The colors used are primarily blue, yellow, orange, and green.

## Westside Elementary School

1210 JIMMY ANN DR, Daytona Beach, FL 32117

<http://myvolusiaschools.org/school/westside/pages/default.aspx>

### School Demographics

**School Type**

Elementary

**Title I**

Yes

**Free/Reduced Price Lunch**

93%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority**

81%

### School Grades History

**Year**

2013-14

2012-13

2011-12

2010-11

**Grade**

B

A

B

C

### School Board Approval

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

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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## Purpose and Outline of the SIP

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

### Part I: Current School Status

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

### Part II: Needs Assessment

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

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

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

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

### Appendices

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

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

## Differentiated Accountability

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

### DA Regions

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

### DA Categories

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

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

### DA Turnaround and Monitoring Statuses

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

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

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	<a href="#">Wayne Green</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

Westside Elementary School believes that the success of our children depends on a strong partnership between the school, parents and community and therefore plans for and encourages the involvement of parents in all school activities.

##### Provide the school's vision statement

Through the individual commitment of all, our students will graduate with the knowledge, skills and values necessary to be successful contributors to our democratic society.

#### School Environment

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

Westside embraces the cultures of its students by hosting many events for faculty to welcome families into the "Westside Family". Learning about students' families allows teachers insight into their lives and forms a personal connection between teachers, students and families. Events include the following examples and many more:

- Meet the Teacher Day: Families, students and teachers
- Lights on Afterschool: Held as a block party on the neighborhood streets
- Monthly Walk to School: Students, teachers and family members walk together before school from the corner store to the school
- 
- DUDE'S Day: Dads' United Dedication to Education: Dads come and eat breakfast, visit in classrooms, and have an inspirational speaker.
- Black History Month: A night dedicated to historical and theatrical talents.
- Literacy Multicultural Dinners (5)

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

Westside has staff members that monitor the halls before and after school. All exterior doors (including the front office door) and classroom doors remain locked throughout the day. Parents and visitors must come to the main office to check in and receive a yellow badge that they are to wear while they are on campus. A comprehensive security manual is kept in the main office. This manual outline all safety and security procedures that are in place at Westside Elementary. The after school program has a security guard who constantly monitors the site and checks/ensures that the facility is secure.

##### 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

All teachers have been trained by a national consultant in CHAMPS procedures which is a school-wide behavior initiative with specific student expectations. These procedures are consistently reviewed throughout the school day as well as the year. The expectations are consistent across the



grade levels.

The School-wide behavioral system entails the following:

- Posters in all common areas.
- School-wide Rules: Use school appropriate words, following directions promptly and the first time given, speak and move with permission and follow school procedures.
- C.H.A.M.P.S. Program: C=Conversation level, H=How to get help, A=Activity guidelines, M=Movement guidelines, P=Participation guidelines, S= Success if followed.
- School-wide Consequences: Blue: you are soaring, Green=Official Verbal Warning, Yellow=Time to cool down, Orange=15 minutes in a buddy class and loss of recess and Red=Administrative action.

**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**

The school has a full time guidance counselor. She teaches lessons on character education and personal safety to all grade levels. She also has a box by her office for students to drop concerns into and she meets with students individually that teachers have suggested needed some individual intervention. In addition to counseling services all classrooms have a buddy class that is used for support. Peer mediators are trained to help their peers through social problems. BLT meets two times per month to create action plans for students unable to adhere to the CHAMPS 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**

**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
	3	4	5	
Attendance below 90 percent	0	0	0	
One or more suspensions	0	0	0	
Course failure in ELA or Math	0	0	0	
Level 1 on statewide assessment	0	0	0	
BL: Overage for Grade	6	22	18	46
Qtr1: Overage for Grade	0	0	0	
Qtr2: Overage for Grade	0	0	0	
Qtr3: Overage for Grade	0	0	0	
Qtr4: Overage for Grade	0	0	0	
BL: Office Discipline Referrals (2+)	0	0	0	
Qtr1: Office Discipline Referrals (2+)	0	0	0	
Qtr2: Office Discipline Referrals (2+)	0	0	0	
Qtr3: Office Discipline Referrals (2+)	0	0	0	
Qtr4: Office Discipline Referrals (2+)	0	0	0	
BL: Attendance below 90%	0	0	0	
Qtr1: Attendance below 90%	0	0	0	
Qtr2: Attendance below 90%	0	0	0	
Qtr3: Attendance below 90%	0	0	0	
Qtr4: Attendance below 90%	0	0	0	
BL: Year to date suspensions (1+)	0	0	0	
Qtr1: Year to date suspensions (1+)	0	0	0	
Qtr2: Year to date suspensions (1+)	0	0	0	
Qtr3: Year to date suspensions (1+)	0	0	0	
Qtr4: Year to date suspensions (1+)	0	0	0	
BL: number of prior retentions (1+)	6	22	18	46
Qtr1: number of prior retentions (1+)	0	0	0	
Qtr2: number of prior retentions (1+)	0	0	0	
Qtr3: number of prior retentions (1+)	0	0	0	
Qtr4: number of prior retentions (1+)	0	0	0	
BL: Lev 1 assessment ELA or Math	6	12	9	27

***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**

## Family and Community Involvement

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

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

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

### Will the school use its PIP to satisfy this question?

Yes

#### **PIP Link**

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

#### **Description**

Meet the Teacher - 130  
Celebrate the Family -95  
Open House-190  
Grandparents Breakfast - 30  
Family Fun Saturdays -25  
DUDES Day - 60  
FCAT Night - 130  
Black History Program - 200  
Dr. Seues on the Loose/PTA Meeting - 110  
Neighborhood Watch for Education - 250  
Awesome Adventure Night - 250  
Walk to School - 200  
Bingo for Books- 50  
Train to Seussville- 50  
Ride Reading to Success - 100  
Muffins for Mom - 80  
SAC - 15

**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 has many business partners that are invited to all events at the school and help to sponsor special events at their respective businesses that bring some proceeds back to the school. In addition, the school has a marketing team that consists of local business owners, community members and staff members. The marketing team raises money and seeks out grant opportunities to increase programs and plan the growth of the structural facility.

## 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
Winch, Judy	Principal
Fidance, Nick	Assistant Principal
Dietz, Jennifer	Teacher, K-12
Schwab, Theresa	Instructional Coach
Shank, Aimee	Teacher, K-12
O'Leary, Gail	Guidance Counselor
Maltoni, Robert	Teacher, K-12

## Duties

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

Principal: Provides a common vision for the use of data-based decision-making by promoting the Volusia Proficiency Model. Ensures that educators are implementing the district's Progress Monitoring Plan (PMP) accessible through the K-12 curriculum link of the webpage and the VCS Problem Solving/Rtl model (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensure that the school's Problem Solving Team (PST) is accessed as needed. Ensures adequate professional development is scheduled for faculty. School Psychologists will provide/facilitate training on skill building and understanding of the components of PS/Rtl. Support the school's team in the completion of resource mapping (academic and behavioral) with focus on standard protocol interventions in order to enhance implementation of PS/Rtl. Communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving/Rtl website (under Psychological Services) in order to address the purpose of PS/Rtl in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PS/Rtl at PST meetings.

School Psychologist: Assists schools in interpreting individual, class-wide, grade-level and school-wide data in order to develop appropriate targeted interventions linked to the academic or emotional/behavioral problem. Ensure that on-going progress monitoring is in place in the area of intervention to most appropriately determine the student's response to intervention. Provides professional development to staff on PS/Rtl.

Select General Education Teachers (Primary and Intermediate): Provide information about core instruction, participate in student data collection, deliver Tier 1 instruction/intervention, collaborate with other staff to implement Tier 2 interventions, and integrate Tier 1 materials/instruction with Tier 2/3 activities.

Exceptional Student Education (ESE) Teachers: Participate in student data collection, integrate core instructional activities/materials into Tier 3 instruction, and collaborate with general education teachers through such activities as co-teaching. Encompasses Problem Solving/Rtl practices when addressing the needs of ESE students with a focus on potential reintegration into General Education based on data.

Instructional Coach and Administrators: Develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

Guidance Counselor: Works with the Rtl team to develop an explicit and systematic plan for Tier 2 and 3 students with behavior and/or academic needs. The Guidance Counselor is also responsible for Tier 1 students' core curriculum activities in character education.

***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 school's Rtl leadership Team functions as a natural extension of the school's Problem Solving Team (PST). The school's PST includes Rtl as an explicit step of problem solving and addresses individual as well as class, grade-level and school-wide issues. The PST is embedded in the infrastructure of the school. Core members of the PST are the principal, assistant principal, curriculum specialists, academic coaches, school psychologist, speech/language clinician, school counselor, school social worker, and ad hoc teachers. In addition, since parent collaboration is essential for the success of PS/Rtl implementation, parent input will be actively sought to enhance student outcomes. The school's leadership team will focus PS/Rtl meetings around two PLC essential questions: 1) "How will we respond when they don't learn?" and 2) "How will we respond when they already know it?" The team meets regularly to engage in the following activities: Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and the classroom level to identify student who are either meeting/exceeding expectations or those who are at risk for not meeting benchmarks. For those students who are at risk, tiered level supports are in place to address the deficits and to ensure grade-level proficiency as appropriate. For those students who are exceeding expectations, enrichment activities are in place to ensure acceleration of learning.

#### Title I Part A

Under Title I Part A our school works with outside agencies that provide specific services to targeted children and their families. These organizations team with our school to provide specific services to students, parents, and staff, including all special needs groups. It is the expectation of those involved in these partnerships that the activities and services will benefit the students by providing the children served with the support, tools, and materials they need to be ready to learn as they move down the appropriate path to graduation. Programs supported by Title I at Westside Elementary include:

- Instructional Coach for the purpose of comprehensive staff development
- Family Center Office Specialist who helps to facilitate our extensive parent involvement program
- Language Arts Specialist and Reading Intervention Teacher to provide interventions for students in need via a push-in model and small group intensive interventions.
- Supplemental Tutoring after school
- Supplemental materials and supplies needed to close the achievement gap
- Supplemental funds for on-going staff development as determined by the results of FCAT data and teacher survey
- Teacher as Tutor to provide interventions for students in need via a push-in model and small group intensive interventions.
- Parent to Kid – teachers meet with parents and children six evenings to provide strategies and techniques to assist parents in working with children academically.

#### Title I, Part C- Migrant

The District Migrant Education Program Coordinator, Migrant Advocates and Migrant Recruiters work together to provide services and support to the migrant students and their parents. The MEP Coordinator works with Title I and other programs to ensure student needs are met. The Migrant Education Program provides the following:

- Academic Assistance through credit accrual/recovery, tutoring, and summer school
- Translation Services for parent/teacher conferences
- Parental support through parent/kid activity nights and workshops on school success

- Migrant Parent Advisory Council (MPAC)
- Medical Assistance through referrals to outside community agencies
- Food Assistance through referrals to food assistance programs

#### Title I, Part D

The district receives funds to support the N & D programs to accelerate the rate of student achievement and close the achievement gaps for students in these programs. Services are coordinated with district DJJ and Neglected programs. Students are transitioned from DJJ centers back into the district schools with a transition plan to ensure academic and social success.

#### Title II

The district receives federal funds to provide access to Professional Development activities for public and private school teachers and principals in the core subject areas to ensure quality instruction and student success.

#### Title III

The District ESOL Coordinator and staff provide ongoing support and Professional Development to teachers to ensure instructional best practices are utilized. Teachers consistently monitor the progress of ELL students to identify specific needs, as well as target interventions and enrichment that ensure the appropriate pathway toward graduation.

#### Title X- Homeless

The school works closely with Pam Woods, Title X Coordinator, to ensure that homeless students have the materials and resources they need to be successful.

#### Supplemental Academic Instruction (SAI)

The district provides remedial and supplemental instructional resources to students who fail to meet performance levels.

#### Violence Prevention Programs

Westside Elementary offers the following non-violence and anti-drug programs:

- Student mentoring program
- Peer Mediation program
- Crisis training program
- Suicide prevention program
- Bullying program
- Be a Buddy program
- Red Ribbon Week
- No Name Calling Week
- Second Step Character Education
- Violence Prevention Lessons
- Safety Patrols
- Student Ambassador program

#### Nutrition Programs

Westside Elementary offers a variety of nutrition programs including:

- Free and Reduced Meal Plan
- Free breakfast for all students
- Fresh Fruits and Vegetables Program - State Grant
- Wellness Policy School Plan
- Nutrition and Wellness classes
- Walking School Bus – grant funded

#### Housing Programs

N/A

#### Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.



- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
- Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
- Coordinating the services being provided by Head Start with services in elementary schools.
- Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.
- Westside Kindergarten teachers host a county-wide articulation with Head Start teachers in the Spring to facilitate a seamless transition of Head Start students into the kindergarten program.

#### Adult Education

Through the 21st CCLC grant, Westside Elementary provides assistance to adults after school hours in a computer lab to gain technology skills. Assistance is given in tutorials to ascertain a high school diploma through the GED program.

#### Career and Technical Education

Westside students explore career awareness on websites; i.e. Bureau of Labor Statistics.

#### Job Training

Westside Elementary offers students' career awareness opportunities through Jr. Achievement programs (JA in a Day), job shadowing opportunities, guest speakers from business and industry, and field trips to business and industry locations.

### School Advisory Council (SAC)

#### Membership

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

Name	Stakeholder Group
Judi Winch	Principal
Nick Fidance	Principal
Georgeann Diehl	Education Support Employee
Lisa Spence	Teacher
Krista Capers	Parent
Deneese Moore	Parent
Alethea Thomas	Parent
Shayla Robinson	Parent
Earnest McCante	Parent
	Student

#### 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*

After reviewing our school data from the 2013-2014 school year, Westside Elementary School needs to continue its focus on literacy. Scores in reading are down, so there needs to be a school-wide focus on ELA throughout the 2014-2015 school year. Westside will continue to use the goal of, "Increase the instructional model for literacy strategies across all content areas," for this school year.

#### *Development of this school improvement plan*

SAC will provide input for our School Improvement Plan. SAC will be monitoring the School Improvement Plan, making key decisions on the direction of the school curriculum and ways to support this financially. SAC members will also become knowledgeable on important education issues so the members may be advocates for Westside Elementary and Volusia County.

*Preparation of the school's annual budget and plan*

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

SAC will consider request which support the school's reading goals. We currently have a balance carried over from last year of \$592.96. We will allocate this fund to help our teachers with budget request to be submitted for all SAC members to vote on.

***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.:

<b>Name</b>	<b>Title</b>
Dietz, Jennifer	Teacher, K-12
Schwab, Theresa	Instructional Coach
Shank, Aimee	Teacher, K-12
Fidance, Nick	Assistant Principal
Winch, Judy	Principal
Henry, Hollie	Teacher, K-12
O'Leary, Gail	Guidance Counselor
Maltoni, Robert	Teacher, K-12
Piotrowski, Tammy	Teacher, K-12
Anderson, Shirley	Teacher, K-12
Morris, Lynette	Teacher, K-12
Harvard, Tamika	Teacher, K-12
Coleman, Lashann	Teacher, K-12
Turton, Shawan	Teacher, K-12
Dhawan, Kymberli	Teacher, ESE

#### **Duties**

***Describe how the LLT promotes literacy within the school***

The major initiatives will ensure that the focus, goals, and initiatives of the LLT are developed based on student and teacher data which are aligned with the Reading SIP goals. The principal will support the role of the Literacy Leadership Team in the development of reading related goals and objectives for



the School Improvement Plan, the school professional developments, Professional Learning Communities, initiatives throughout the school, collaborative problem solving, and the Response to Intervention. Another focus will be collaborating on strategies to meet the barriers that keep us from achieving satisfactory learning gains in general education and separate ESE classes, as well as, the lowest 25% making learning gains.

## Public and Collaborative Teaching

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

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

The school schedule includes time for team teaching as well as dedicated time every week to participate in professional learning communities for each grade level. There are dedicated meeting times for vertical planning and communication of needs from one grade to the next. Teachers new to Westside are paired with a "Buddy Teacher" who will assist the new teachers with any typical question or concerns as they relate to teaching or Westside Elementary School.

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

New Teacher Programs (Individualized professional development, mentors, peer classroom visits/ observations, and buddy teachers. We will offer leadership opportunities and celebrate/teacher recognition. We will offer professional learning communities activities. we will offer professional development and book studies. Assist with peer assistance and review groups from mentor teachers. We will conduct Professional Development Schools (PDS) - partnership of Westside Elementary teachers and Principal with Bethune Cookman University staff and students. We are also a Plus One school that receives an extra hour of paid instruction to our students.

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

The purpose of the Westside Elementary Mentor Program is to provide new teachers with support, guidance, encouragement, challenges and direction as they develop a professional vision into the culture of Team Volusia. Experienced Mentors have a great deal of knowledge, talents and skills to share with their new teachers. The goals of the program are to assist new teachers in adjusting to their new workplace, provide emotional assistance, support and guidance regarding the District's and the building's professional culture. Also, it is to assist new teachers in resolving instructional and professional issues they may encounter.

## 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 district provides curriculum maps, guides, and calendars for teachers to use to determine which resources are the most appropriate to deliver instruction. Administration requires formal lesson plans addressing the Florida Standards as outlined by the state and district curriculum maps. Walk throughs are done on a daily bases to make sure lessons are implemented into the classrooms according to 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***

Data is used to drive school-wide interventions. Programs such as Acaletics, Waterford, and SIPPS are used at Westside based on student and school data. Aside from that, Westside is a Plus 1 school that has an additional hour of instruction that is used specifically for literacy, based on individual student needs. The school has a daily "Walk to Intervention" hour. This hour consists of ad-hoc groups of students that have been put together from data collected. These groups are then put with a support teacher that focuses on the skills that need to be addressed. The students report to their intervention class to receive literacy instruction at their targeted level. Westside also has an after school program, Westside's Night Alive, that utilizes the problem-based lessons incorporating reading, math, and science with a hands-on approach.

***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: 685**

The after school program uses research based curriculum that is engaging for the students and helps to increase their knowledge and performance. Three such programs are Explore Learning's Reflex Math, Pearson's Words Their Way and Mind Works Resources' multidisciplinary themed kits.

Reflex Math focuses on increasing basic math skills on the computer with the use of interactive games. Students need to pass each level before continuing to the next.

Words Their Way (WTW) is a cut and paste program used with K-2 students that focuses on phonics skills. WTW is an approach to spelling and word knowledge that is based on extensive research literature and includes stages of development and instructional levels that are critical to the way students learn to read. It compliments the use of phonics, spelling, and vocabulary instruction that are often used in schools. Included in the WTW approach is a set of three inventories that assess student ability in key areas. These three inventories include the Primary Spelling Inventory, the Elementary Spelling Inventory, and the Upper Level Spelling Inventory.

Mind Works is a thematic based, hands on program that offers four lessons in each of the following areas; math, science, reading, writing, art, and social studies. Each of the four lessons is preceded with a pretest and followed up with a post test. A particularly effective learning model, which is integrated daily into the Mind Works Resources Curriculum, is group learning projects. These projects are driven by engaging, real-world inquiry- and design-based questions and problems. This design is illustrated through the project learning bicycle below. In the illustration, the handle bars represent driving the project forward and the frame represents both the student and teacher cooperating to create a meaningful project.

**Strategy Rationale**

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**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**

Data is collected and analyzed by the after school program director. Test scores, report card grades, FCAT scores, and quarterly district assessments are all entered on to a spread sheet and then analyzed to see if objectives are being met.

**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**

For our Pre-K children at Westside Elementary, preschool is their first experience in a structured setting with teachers and groups of children. It's an opportunity to learn to share, follow instructions and begin the foundation for learning that will occur in elementary school. Kindergarten is yesterday's first grade. With more academics being presented in kindergarten, children must learn the pre-academic foundations for formal reading before they enter kindergarten. Pre-k, children become familiar with books, new words and ways to use language, numbers, and problem-solving strategies.

They also learn the social skills they need to get the most out of school and how to pay attention in class and interact with peers.

#### Head Start

The District, in conjunction with the Head Start agency serving the community, coordinates efforts to promote continuity of services and effective transitions for children and their families. These include:

- Providing the opportunity for ongoing channels of communication with Head Start to facilitate coordination of programs and for shared expectations for children's learning and development as the children transition to elementary school.
- Assisting in the development of a systematic procedure for transferring, with parental consent, Head Start program records, for each participating child to the school in which such child will enroll.
- Collaborating and participating in joint Professional Development, including transition-related training for school staff and Head Start staff when feasible.
- Coordinating the services being provided by Head Start with services in elementary schools.
- Providing to the Head Start agency local public school policies, kindergarten registration and other relevant information to ease the transition of children and families from Head Start.
- Westside Kindergarten teachers host a county-wide articulation with Head Start teachers in the Spring to facilitate a seamless transition of Head Start students into the kindergarten program.

### 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***

N/A

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

N/A

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

N/A

***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***

N/A

## 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.** Increase the instructional model for literacy strategies across all content 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. Increase the instructional model for literacy strategies across all content areas.** 1a

G040219

**Targets Supported** 1b

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	27.0
ELA/Reading Gains	42.0
ELA/Reading Lowest 25% Gains	32.0

**Resources Available to Support the Goal** 2

- Reading Coach
- Intervention Teachers
- Title I Budget
- Professional Development
- Professional Learning Communities
- Walk to Intervention

**Targeted Barriers to Achieving the Goal** 3

- Challenges of working with high population of at risk students
- Lack of opportunities to properly train classroom teachers and allow for follow-up coaching

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

Formative and summative assessments aligned to the Florida Standards.

**Person Responsible**

Theresa Schwab

**Schedule**

Weekly, from 10/6/2014 to 6/3/2015

**Evidence of Completion**

Eduphoria Data FSA Data District Assessments

## 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.** Increase the instructional model for literacy strategies across all content areas. **1**

 **G040219**

**G1.B1** Challenges of working with high population of at risk students **2**

 **B097250**

**G1.B1.S1** Ensure all teachers receive professional development related to effective instructional strategies in reading with high risk students. **4**

 **S108449**

### Strategy Rationale

To improve teacher quality in the area of literacy.

### Action Step 1 **5**

We will survey the faculty to identify the focus of our professional development.

#### Person Responsible

Nick Fidance

#### Schedule

On 9/16/2014

#### Evidence of Completion

Professional Development

### Action Step 2 5

We developed a professional development opportunity based on our survey.

**Person Responsible**

Judy Winch

**Schedule**

On 9/29/2014

***Evidence of Completion***

Sign in sheets Surveys

### Action Step 3 5

Deliver professional development related to close reading and vocabulary acquisition.

**Person Responsible**

Theresa Schwab

**Schedule**

Monthly, from 10/1/2014 to 6/3/2015

***Evidence of Completion***

Faculty sign-in sheet Agenda

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

Teachers will receive training in practices that promote high student engagement. Teachers will receive follow-up support and coaching.

**Person Responsible**

Theresa Schwab

**Schedule**

Monthly, from 9/15/2014 to 6/3/2015

***Evidence of Completion***

Eduphoria Data Professional Development opportunities FSA results PLC Minutes



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

Walk throughs

**Person Responsible**

Judy Winch


**Schedule**

Weekly, from 10/1/2014 to 4/15/2015


**Evidence of Completion**

District Assessments Walk throughs

**G1.B2** Lack of opportunities to properly train classroom teachers and allow for follow-up coaching 2

 B097251

**G1.B2.S1** We will provide additional school-based professional development opportunities involving literacy strategies with a focus on language acquisition. 4

 S108450

**Strategy Rationale**

To reinforce training as it relates to literacy.

**Action Step 1** 5

Teams will meet weekly in Professional Learning Communities.

**Person Responsible**

Theresa Schwab

**Schedule**

Weekly, from 10/1/2014 to 6/3/2015

**Evidence of Completion**

Minutes from PLC meetings

## Action Step 2 5

Analyze data to determine the specific professional development needed.

### **Person Responsible**

Theresa Schwab

### **Schedule**

Monthly, from 10/1/2014 to 6/3/2015

### ***Evidence of Completion***

Eduphoria Formative and summative data PLC Minutes

## Action Step 3 5

Organize, create, and deliver professional development related to data.

### **Person Responsible**

Hollie Henry

### **Schedule**

Monthly, from 10/1/2014 to 6/3/2015

### ***Evidence of Completion***

Agenda Sign in sheets

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

Administrative walk throughs

### **Person Responsible**

Judy Winch

### **Schedule**

Weekly, from 10/1/2014 to 4/15/2015

### ***Evidence of Completion***

Walk through data PLC Minutes

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

Discussion of student data at PLC

**Person Responsible**

Theresa Schwab

**Schedule**

Weekly, from 10/1/2014 to 6/3/2015

**Evidence of Completion**

PLC minutes Formative and summative assessments Eduphoria

**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.B1.S1.A1	We will survey the faculty to identify the focus of our professional development.	Fidance, Nick	9/16/2014	Professional Development	9/16/2014 one-time
G1.B2.S1.A1	Teams will meet weekly in Professional Learning Communities.	Schwab, Theresa	10/1/2014	Minutes from PLC meetings	6/3/2015 weekly
G1.B1.S1.A2	We developed a professional development opportunity based on our survey.	Winch, Judy	9/29/2014	Sign in sheets Surveys	9/29/2014 one-time
G1.B2.S1.A2	Analyze data to determine the specific professional development needed.	Schwab, Theresa	10/1/2014	Eduphoria Formative and summative data PLC Minutes	6/3/2015 monthly
G1.B1.S1.A3	Deliver professional development related to close reading and vocabulary acquisition.	Schwab, Theresa	10/1/2014	Faculty sign-in sheet Agenda	6/3/2015 monthly
G1.B2.S1.A3	Organize, create, and deliver professional development related to data.	Henry, Hollie	10/1/2014	Agenda Sign in sheets	6/3/2015 monthly
G1.MA1	Formative and summative assessments aligned to the Florida Standards.	Schwab, Theresa	10/6/2014	Eduphoria Data FSA Data District Assessments	6/3/2015 weekly
G1.B1.S1.MA1	Walk throughs	Winch, Judy	10/1/2014	District Assessments Walk throughs	4/15/2015 weekly
G1.B1.S1.MA1	Teachers will receive training in practices that promote high student engagement. Teachers will receive follow-up support and coaching.	Schwab, Theresa	9/15/2014	Eduphoria Data Professional Development opportunities FSA results PLC Minutes	6/3/2015 monthly
G1.B2.S1.MA1	Discussion of student data at PLC	Schwab, Theresa	10/1/2014	PLC minutes Formative and summative assessments Eduphoria	6/3/2015 weekly
G1.B2.S1.MA1	Administrative walk throughs	Winch, Judy	10/1/2014	Walk through data PLC Minutes	4/15/2015 weekly

**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.** Increase the instructional model for literacy strategies across all content areas.

#### **G1.B1** Challenges of working with high population of at risk students

**G1.B1.S1** Ensure all teachers receive professional development related to effective instructional strategies in reading with high risk students.

##### **PD Opportunity 1**

Deliver professional development related to close reading and vocabulary acquisition.

##### **Facilitator**

Terry Schwab Jennifer Dletz

##### **Participants**

Faculty

##### **Schedule**

Monthly, from 10/1/2014 to 6/3/2015

#### **G1.B2** Lack of opportunities to properly train classroom teachers and allow for follow-up coaching

**G1.B2.S1** We will provide additional school-based professional development opportunities involving literacy strategies with a focus on language acquisition.

##### **PD Opportunity 1**

Teams will meet weekly in Professional Learning Communities.

##### **Facilitator**

Jennifer Dietz Terry Schwab

##### **Participants**

Faculty

##### **Schedule**

Weekly, from 10/1/2014 to 6/3/2015

## **PD Opportunity 2**

Organize, create, and deliver professional development related to data.

### **Facilitator**

Terry Schwab Jennifer Dietz Hollie Henry

### **Participants**

Faculty

### **Schedule**

Monthly, from 10/1/2014 to 6/3/2015