Brevard County Public Schools
School Improvement Plan
2012-2013

Name of School: Area:

South

Westside Elementary School

Principal: Area Superintendent:

Dr. Mark Mullins

Elaine M. Passanisi

SAC Chairperson:

Elizabeth McKinney

Superintendent: Dr. Brian Binggeli

Mission Statement:

Through collaboration, high expectations, and compassion, WE inspire students to explore their greatest potential.

Vision Statement:

Together WE will achieve greatness!

School Beliefs:
- The child comes first
- All people can learn
- Education is a lifelong process
- We are all teachers and learners
- Children respond best to love and acceptance

RATIONALE – Continuous Improvement Cycle Process

Data Analysis from multiple data sources: *(Needs assessment that supports the need for improvement)*

One place to start – three year trend history (optional):

Westside Elementary School has successfully earned the distinction of being a Florida "A" School for the past eleven years. Over the course of the past few years, Westside has continued to show improvement on its performance points, culminating with up to 637 points in 2011. This upward trend ended in 2012. Although we remain an "A" school, our performance points dropped to 550 points and our specific subgroup data dropped, as well.

We attribute the 2012 dip in student achievement to the lack of student preparedness for the rigor of NGSSS/FCAT 2.0 and the adjustment of "cut scores" for the 2012 Reading FCAT which impacted the number of third grade student meeting standards. We also experienced an influx of students from a neighboring failing charter school, which is now closed. While we continue to work on improving our performance, we now are preparing to meet Annual Measurable Objective criteria for the 2013 AMOs.

Our school-based objective for 2011-2012 was "Westside Elementary will increase student achievement in Reading, Math, Writing and Science by continuing to focus on implementing Marzano's research-based, high-yield instructional strategies, specifically, *Generating and Testing Hypotheses* and *Cues, Questions, and Advanced Organizers*."

To meet this objective, we took the following action steps:

1. Analyzed and interpreted data at M.A.P.S (Monitoring the Academic Achievement of Students) meetings, such as Running Records, FAIR, SRI, District Benchmarks, Differentiated Accountability Assessments, and FCAT data. We also gathered evidence of the students' academic performance in all subgroups by monitoring data boards located in our RTI room. Agendas provided the students targeted for discussion and interventions in order to improve their performance.

2. Provided time and resources for Professional Learning Communities to meet and discuss grade level data. Collaborative teams developed and implemented a plan to improve the achievement level of their target group. Attendance and notes from PLC meetings were maintained.

3. Provided ongoing professional development that assisted teachers with analyzing and using student performance data to develop meaningful, differentiated instruction in order to improve student performance in all subgroups. The training was intended to help teachers with analyzing data in order to focus their implementation of Marzano's instructional practices, specific to student needs. Teachers' Professional Growth Plans, performance appraisal conferences, and lesson plans all reflected the study of these practices as identified in Goal 1.

4. Facilitated Professional Learning Communities to discuss and implement Marzano's The Art and Science of Teaching, as it relates to research-based high-yield instructional strategies, specifically, *Generating and Testing Hypotheses* and *Cues, Questions, and Advanced Organizers*. Attendance and notes from PLC meetings were maintained, along with the documentation that accompanied the purchase of the books.

5. Provided ongoing professional development designed to improve instructional practices, using B.E.S.T. (Brevard Effective Strategies for Teaching), Edline, Thinking Maps, and other professional development opportunities. The school based professional development day was used to implement training and agendas, attendance, and in-service documentation was maintained.

6. Trained instructional staff and students on use of Web 2.0 technology (Google Docs, Glogster, etc.) to improve 21st Century

	Page 3	

core knowledge and critical thinking skill sets that are essential in an informational age. We also scheduled technology integrators from the P.A.I.N.T Academy to train teachers in the use of A3, Student Desktop, and Edline.

7. Administered formative assessments such as FAIR, SRI, Reading Counts, and FCAT Focus to inform instructional staff and better prepare students for future on-line core content FCAT assessments. We identified and utilized school-based personnel (i.e. Technology Specialist, academic coaches, administration, and teacher leaders) who also provided teacher training in order to analyze data derived from SRI, FAIR, and FCAT.

8. Designed an Academic Support Program to provide remediation for K-6 Level 1 and 2 students, which focused on moving students along a continuum of skills. The Academic Support Program Plan, End of the Year Program Report, personnel records, lesson plans, and parent communication served as documentation of implementation.

We have demonstrated strong evidence of 100 % implementation of our strategies. And, although our primary objective of improved student achievement on the 2012 FCAT subtests did not reflect the overall targeted results we had aimed for, a secondary focus was achieved as a result of all our collaborative team efforts. Westside Elementary School was successful in receiving recognition as a ***National Model School of Professional Learning Communities at Work.***

As reflected in the table below, we were successful in meeting our goals in two target areas (Lowest 25% and Level 1 students in Reading); however, we have a great deal of work to do this year to improve achievement levels in all the other areas.

READING TARGETS	58%	65%	72%	79%	
GROUPS	2008	2009	2010	2011	2012 Results
TOTAL	75	79	81	88	67%
WHITE	78	83	83	88	74%
BLACK	68	71	72	75	51%
HISPANIC				72	66%
LOWEST 25%				72	76%
LEARNING GAINS				75	71%
ECON. DISADV.	67	72	78	78	57%
ELL					28%
SWD	55	57	63	66	58%
LEVEL 1				9	8%
MATH TARGETS	62%	68%	74%	80%	
GROUPS	2008	2009	2010	2011	
TOTAL	71	74	74	84	57%
WHITE	77	79	79	83	67%
BLACK	54	65	61*	73	41%
HISPANIC				82	55%
LOWEST 25%				78	67%
LEARNING GAINS				82	68%
ECON. DISADV.	60	66	69	77	52%
ELL					28%
SWD	47	56	53*	71	51%
LEVEL 1					15%

From 2008 - 2010, Westside's FCAT Writing scores showed a trend of increased student performance. In 2008, 71% of fourth grade students achieved high standards in writing. With the utilization of a writing coach/contact, we saw our writing scores increase to 85% of students meeting high standards in 2009 and 89% of students meeting high standards in 2010. However, our scores decreased 5% in 2011 and another 5% decrease to 79% meeting satisfactory standards in 2012.

In FCAT Science, Westside has traditionally performed poorly. From 2008 to 2009, our science scores ranged from 45%-57% of students meeting high standards. In the last couple years' School Improvement Plans, we focused on strategies for improving our dismal science scores. We established the Westside Exploration Station, which utilizes a full-time science teacher. Our WE Station teacher engages students in hands-on, minds-on, inquiry-based learning. Our fifth grade teachers refocused their attention to the manner in which they were addressing the science standards in their classroom instruction. As a result of our efforts, our science scores dramatically improved to 81% of students meeting high standards in 2010. However now, in 2012, we have seen a second year of decline in our science scores, with only 55% of our 5th grade students meeting satisfactory performance. Our data could indicate that our basic problem is the reading abilities of our students, specifically reading and understanding informational text. Our classroom teachers will continue their efforts to co-teach with our Title One science teacher to reinforce all concepts taught in the WE Station.

5 Year Data of the Percent of Students Meeting Standards

Reading	2008	2009	2010	2011	2012
Third Grade	80%	77%	81%	75%	68%
Fourth Grade	73%	85%	80%	78%	58%
Fifth Grade	77%	70%	82%	82%	63%
Sixth Grade	66%	76%	73%	88%	73%

Math	2008	2009	2010	2011	2012
Third Grade	82%	79%	75%	70%	58%
Fourth Grade	71%	83%	78%	84%	52%
Fifth Grade	64%	57%	75%	73%	46%
Sixth Grade	64%	65%	59%	86%	70%

When analyzing our 5 year data at each grade level third through sixth grade for Reading and Math the following trends were indentified:
- While analyzing scores, we have taken into account the introduction of FCAT 2.0 being used to test the instruction of NGSSS.
- Third Grade students are inconsistently increasing the percentage meeting satisfactory standards in Reading. The scores for this grade level seem to alternate between increases and decreases.
- Third Grade students have dipped again these past two years in the percentage meeting satisfactory standards in Math.

- Fourth Grade students have shown a trend of decreased scores in reading proficiency.
- Fourth Grade students are inconsistently increasing the percentage meeting satisfactory standards in math. The scores for this grade level seem to alternate between increases and decreases.
- Fifth Grade students have increased the percentage meeting standards in Reading, but at a fluctuating pace, and with a marked improvement in 2010 and 2011, only to drop again in 2012.
- Fifth Grade students began to increase the percentage meeting satisfactory standard, but also dropped again in 2012.
- Sixth Grade students have hovered in the 70% range and have struggled to perform above 75% meeting standards in Reading. However, students improved dramatically in 2011, only to experience a drop in 2012.
- Sixth Grade students have struggled to meet satisfactory standards in Math. However, students improved dramatically in 2011, and dropped again in 2012.

% Scoring Level 1

Reading	2008	2009	2010	2011	2012
Third Grade	11%	12%	7%	14%	11%
Fourth Grade	14%	6%	8%	8%	9%
Fifth Grade	6%	12%	7%	10%	13%
Sixth Grade	13%	13%	11%	2%	6%

Math	2008	2009	2010	2011	2012
Third Grade	8%	9%	7%	11%	19%
Fourth Grade	8%	6%	4%	5%	16%
Fifth Grade	13%	16%	9%	8%	24%
Sixth Grade	20%	17%	16%	5%	9%

Over the past 5 years, we have been inconsistent in reducing the percentage of level 1 students in both reading and math, and we still have a lot of work to do. Last year, we were concerned about the increase in Level 1 students in our 3rd grade and with additional remediation we were able to reduce this percent from 14% to 11%.

% Scoring Levels 4 and 5

Reading	2008	2009	2010	2011	2012
Third Grade	40%	43%	49%	37%	31%
Fourth Grade	35%	48%	42%	42%	29%
Fifth Grade	37%	29%	47%	38%	31%
Sixth Grade	25%	38%	37%	53%	34%

Math	2008	2009	2010	2011	2012
Third Grade	38%	42%	40%	28%	18%
Fourth Grade	32%	49%	38%	48%	21%
Fifth Grade	22%	28%	39%	29%	20%
Sixth Grade	24%	28%	24%	54%	36%

We have observed a decrease in the number of students scoring level 4 and 5. These decreases are in both reading and math. We feel this may be due to strong instructional emphases placed on remediation efforts for our below grade level students. Therefore, we need to strengthen our instructional practices for our above grade level students.

In summary, we recognize that all grade levels need continued interventions in Reading and Math. Westside's intensive interventions this school year need to be in Reading. Through the implementation of: researched-based materials, more effective Tier 1 instruction during the 90 minute reading blocks, rigorous practice of summarization, specifically writing to summarize across all disciplines, remedial and enrichment instruction during intervention blocks, continued professional development for teachers, and differentiated instruction, we hope to increase performance for all of our students.

Analysis of Current Practice: *(How do we currently conduct business?)*

Our school-based objective for 2011-2012 was "Westside Elementary will increase student achievement in Reading, Math, Writing and Science by continuing to focus on implementing Marzano's research-based, high-yield instructional strategies, specifically, *Generating and Testing Hypotheses* and *Cues, Questions, and Advanced Organizers*."

To meet this objective, we took the following action steps:

1. Analyzed and interpreted data at M.A.P.S (Monitoring the Academic Achievement of Students) meetings, such as Running Records, FAIR, SRI, District Benchmarks, Differentiated Accountability Assessments, and FCAT data. We also gathered evidence of the students' academic performance in all subgroups.
2. Provided time and resources for Professional Learning Communities to meet and discuss grade level data. We developed and implemented a plan for action research to improve student achievement. Results from our pre and post PLC Implementation Survey indicated a strong shift from the "Pre-initiation Stage" and "Initiation Stage" (at the beginning of the year) to the "Developing" and "Sustaining" Stages of PLC collaboration (at the end of the year).
3. Provided ongoing professional development that assisted teachers with analyzing and using student performance data to develop meaningful, differentiated instruction in order to improve student performance in all subgroups.
4. Facilitated Professional Learning Communities to discuss and implement Mazano's <u>Art and Science of Teaching,</u> as it relates to research-based high-yield instructional strategies, specifically, *Generating and Testing Hypotheses* and *Cues, Questions, and Advanced Organizers*.
5. Provided ongoing professional development designed to improve instructional practices, using B.E.S.T. (Brevard Effective Strategies for Teaching), Edline, Thinking Maps, and other professional development opportunities.
6. Trained instructional staff and students on use of Web 2.0 technology (Google Docs, Glogster, Twinducate, etc.) to improve 21st Century core knowledge and critical thinking skill sets that are essential in an informational age.
7. Administered formative assessments such as FAIR, SRI, Reading Counts, and FCAT Focus to inform instructional staff and better prepare students for future on-line core content FCAT assessments.
8. Designed an Academic Support Program to provide remediation for K-6 Level 1 and 2 students, which focused on moving students along a continuum of skills.

Common Core State Standard Initiative: In reevaluating the current initiatives, we have recognized the need to focus our efforts on implementing writing across the curriculum by including this as a focus in our SIP and individual PGPs. This will encompass elements of CCSS and NGSSS, through summarizing complex text, while using textual evidence to support ideas. We will use traditional faculty meeting times (each week) for collaborative team training, study, and planning for the CCSS.

Reading: We have worked diligently to analyze assessment data from District Assessments, Weekly Assessments, Running Records, SRI, and FAIR to help us inform and differentiate the Tier I instruction in the 90-minute Reading Blocks in all classrooms. In addition, we provide differentiated Tier II instruction within our Walk to Intervention Block, and this practice has demonstrated improvements in student achievement. In August 2012, we began implementation of the Common Core State Standards in our Kindergarten through 2nd grade classrooms. We are preparing to make the shift to Common Core State Standards in 3rd through 6th grades, as well. The implementation of these new standards is an opportunity for us to reflect on current instructional practices and the rigor of our curriculum. We recognize the need to move toward deep understanding and meaningful application of the standards. In addition to content knowledge, we recognize the need for more rigor and relevance within academic discussion and writing in all disciplines of the learning process. This year, we are emphasizing rigor for all students and educational experiences that will lead to the critical thinking needed for 21st Century success. In order to meet the expectations of the Common Core State Standards, we will be working to ensure: 1. Each student is expected to learn at high levels. 2. Each student is supported, and teachers scaffold learning for their students to learn at high levels. 3. Each student is able to demonstrate learning at high levels, especially through written responses to a variety of text and media. Understanding that students are expected to learn at high levels, we will be focusing our instruction to address the "Six Shifts in English Language and Content Area Literacy." With that

in mind, we have analyzed student achievement data, as well as key learning from classroom walkthroughs and visitations. We have noticed that many of our students are not actively engaged in rigorous enough independent reading and written responses across the curriculum. This year, we are working to advance our focus on improving the reading and writing literacy across all disciplines, through the practice of writing to summarize. Classroom teachers are requiring independent reading as a literacy center. Students are instructed in reading foundational skills with a variety of literature; however, we are stretching our focus to include more on informational text. Teachers are conferencing with students about book choices as they relate to reading lexiles, engaging students in self-monitoring processes, and teaching individual goal setting. The literacy coach is working closely with teachers to create classroom libraries that are leveled and student friendly, yet rigorous enough to meet the demands of CCSS. In addition, content area teacher leaders, such as the Science and Social Studies Contacts, are working with classroom teachers to help them integrate as much of those content areas into the 90-minute Reading Block as possible.

Reading Intervention Plan- All students in kindergarten through sixth grade will continue to participate in our school's Walk to Intervention model. During this 30 minute block, students walk to a class that is providing targeted intervention. In kindergarten through second grade, we assess students using the Phonological Awareness Screener for Intervention and Phonics Screener for Intervention. By using these assessments, we were able to group students according to specific skill needs. In third through sixth grade, we used data from the Phonics Screener for Intervention, SRI and FAIR to accurately form our intervention groups. All students, including those scoring a Level 1 or 2 on FCAT, received intervention instruction. Our frequent monitoring of student progress ensured that our students are participating in the correct intervention. Struggling students were closely monitored and discussed during our bi-weekly teacher data team MAPS (Monitoring the Academic Progress of Students) meetings.

Students in need of assistance in kindergarten through second grade were given the opportunity to participate in Voyager Passport (first and second grade only), Barton, and Blueprint for Phonological Awareness/Phonics. Students in need of assistance in third through sixth grade were given the opportunity to participate in Voyager Passport (third and fourth grade only), Barton, Blueprint for Phonological Awareness/Phonics Students, Rewards, and In a Word. These programs were very successful in improving the reading performance of our students. Students were referred to the Response to Intervention Team when additional academic or behavioral strategies were needed.

Math: We are in the first year of implementing the Common Core State Standards K-2 and continue to implement NGSSS in 3-6 classes. Many of our teachers attended trainings to better understand the standards and became part of a launch team, therefore taking on a leadership role in our school. These teachers will train teachers and share strategies to help our students become more independent thinkers in the area of mathematics at upcoming faculty meetings and site-based professional development days. Along with the district adopted program we use the research-based materials that are encouraged through the district pacing guide (Super Source, Van de Walle, and Thinking Maps). This investigative type learning allows our students to experiment with math, make hypotheses and then prove if it continues to occur, ensuring that our students are receiving the best possible lessons

We have also looked at the needs of the teachers and how to support them in providing the best possible opportunities for our students to become more mathematical in their thinking. We have looked at the daily schedules for our teachers and provided more time for instruction in math. By setting aside the time for math, we are ensured that every student at our school will receive valuable instruction as well as exploration time to discover the patterns that are found in math, as well as verbally state what they have learned.

We worked to analyze assessment data from FCAT, as well as district assessments, to identify students in need. Our classroom teachers worked with our ESE teachers and the math coach to create lessons to meet the needs of all of our students by providing hands-on lessons in whole groups, as well as small groups. Students are referred to MTSS when additional academic or behavioral strategies are needed. A research-based program called *Do The Math* by Marilyn Burns was purchased this year to meet the needs of these students.

Writing: Individual classroom teachers in kindergarten through sixth grade were responsible for planning and implementing writing instruction and assessing students' progress through Next Generation Sunshine State Standards in writing. Various resources were available for teachers to use for planning and instruction in writing. Writing resource documents included the Brevard Writing

Plan called *Piece by Piece*, *Developing Artistic Writing with Engaging Literature*, *Developing the Craft*, *Developing Ideas*, and *Developing Writing + Skills*. In addition to these resources, classroom teachers used the Writing Contact teacher as a resource for planning and instructional guidance. The uses of student writing notebooks were initiated as an instructional tool. Along with our proven successes, we focused on the integration of Marzano's high yield strategies of Generating and Testing Hypotheses and Cues, and Questions and Advanced Organizers.

In 2012, the level of expectations for our students in writing increased. The writing conventions were an added dimension to the scoring of students' writing samples. To address our needs for more teacher resources for teaching those conventions, the district designed *Developing Sentence Imitation* to be implemented in 2nd and 4th grades. This year, we are focusing our instructional efforts on writing to summarize across the curriculum, in an effort to improve overall comprehension and long term retention of information. Teachers will model the process for students, and while developing a summary in front of students, discuss the process itself. Both teachers and students will engage in a thoughtful analysis of text, as part of this process.

Science: Currently, individual classroom teachers (K-6) are responsible for planning and implementing science instruction and assessing student progress through Next Generation Sunshine State Standards in Science. Individual grade level teachers provide science support to one another during grade level meetings, as needed. Teachers also integrate science into the 90-minute reading block and use leveled science readers with students during this time as often as possible.

We are in the fourth year of implementing WES (Westside Exploration Station) to support classroom teachers with inquiry-based investigation lessons for students in grades 3-6 (In 2012, only grades 4-6 participated.) Fifth graders come to WES two times (in a six day rotation) and students in grades 3 and 6 come one time in a six-day rotation. During this time, students are provided with an opportunity to participate in a hands-on, inquiry based investigation, experiment, or activity. The instructional focus during this time is on the scientific process, science content vocabulary, and inquiry methods. Also integrated in the instructional delivery in the classroom are Marzano's high yield practices and Strategies, specifically, Generating and Testing Hypotheses and Cues, Questions and Advanced Organizers. Also integrated in the instructional delivery in the classroom are summarizing techniques outlined in Rick Wormelli's book, Summarization in Each Subject.

After analyzing teaching practices and Science FCAT 2.0 data from last year, we realized that we could improve our science instruction. We also determined our declining scores in Reading FCAT are likely resulting in our declining performance in science. With so many of our students struggling with fundamental skills in reading, they are not equipped to handle the additional complexity of the informational text of the science curriculum. We will address our reading needs, while implementing the use of science notebooks, as part of our teaching methods and the National Geographic science series. Additionally, we are thoroughly and continuously revisiting and reviewing science standards that were taught in third and fourth grade. We are doing this during a portion of the students' time in the WES. Due to the fact that almost 25% of the Science FCAT 2.0 assessed third and fourth grade standards, we believe this is necessary. In addition, we are also utilizing science notebooks as a way for students to reflect on, assess, and convey new information learned (practicing summarization).

Technology: Students used Microsoft Office Suite software such as PowerPoint, Word, and Excel to create projects. Teachers were able to create digital and academic projects using lessons from TechSteps. Students also used creative software such as RM Easiteach, Audacity, and Photo Story 3. Students used Web 2.0 resources such as Glogster and GoogleDocs. GoogleEarth was used to view locations around the world without leaving the classroom. Interactive books could be viewed on TumbleBooks.com and Living Books. Students were able to access non-fiction reading materials using PebbleGo, InforTrac, and World Books. Students utilized instructional software and websites such as Classworks, Starfall.com, TicketToRead.com, and FCATexplorer.com. Student response pads ("clickers") were used in conjunction with Classroom Performance Systems. Students were assessed using FAIR (Florida Assessments for Instruction in Reading), SRI (Scholastic Reading Inventory), and FCAT Focus to monitor progress and determine their Lexile levels. Students used Scholastic Reading Counts to monitor comprehension. Additionally, students were introduced to the use of iPads and nooks in the course of their instruction.

For the 2012-2013 school year, we will continue the instructional practices and utilization of all the technology mentioned above, with the exception of TicketToRead.com, as we no longer have subscriptions.   Windows Movie

Maker will be used in addition to the other "creative software" in the aforementioned text.

Best Practice: *(What does research tell us we should be doing as it relates to data analysis above?)*

Each year, Westside's teachers work collaboratively to establish an instructional focus. We continue to study Marzano's strategies, but we will narrow our focus to the strategy of summarization, specifically writing to summarize, as suggested by Max Thompson and Rick Wormeli.

- What is summarization? It is restating the essence of text or an experience in as few words as possible or in a new, yet efficient, manner. Summarization enables students to freely explore ideas and analyze them. It can improve student learning and increase student success in all grade levels and in all disciplines.
- Summarization is one of the most underused teaching techniques, yet research has shown that it yields some of the greatest leaps in comprehension and long-term retention of information. According to a Carnegie Corporation "Time to Act" report, having students write summaries of a text is one of the most effective instructional strategies for improving overall comprehension. "Students in grades 3-12 have benefited from this type of writing instruction, but the effect on reading comprehension was stronger for elementary students than for middle and high school students." *Writing to Read 2011*
- Robert Marzano, Debra Pickering, and Jane Pollock site extensive research studies in the book <u>Classroom Instruction that Works</u>, which we have extensively studied. Wormeli reminds us of Marzano's strategies that we have specifically focused on these past few years, such as non-linguistic representations and cues, questions, and advanced organizers. Wormeli strongly recommends that these strategies provide learning power for summarization and the advantages of actively processing information.
- Providing a **process for thinking** is the pedagogical power of summarization. **A process for thinking is at the heart of Common Core State Standards!** "A good teacher exposes students to the biggest truths of the lesson within the first ten minutes and then reviews those truths at the end of the lesson." Time reflecting on expanded knowledge is what summarization is all about.
- Ask yourself, "Am I teaching so students will learn, or am I teaching so that I can cover the required material?"
- Summarization should always be a goal. Use summarization:
1. structures to pre-assess students before teaching them, and then use student responses to inform and change your instruction.
2. techniques in the midst of a unit to help students monitor their own comprehension and to generate feedback for you on how their comprehension is developing.
3. After a learning experience so students can process or make sense of what has been learned and can move the material into long-term memory.
- Teachers should stop approximately every 15 minutes and facilitate a summarization or processing experience about the information just presented. We summarize our route to mastery.
- Begin by explaining the value of summarization to your students by talking about one of its clear applications: Read or perceive something, then make sense of it by manipulating the information, regrouping it, and applying it to a new situation. Summarization is a real world skill. Again, **a goal of CCSS/** process standards!
- Students must be "information archaeologists". They must dig for information, make sense of it, and attach meaning to it. They are charged with getting the main ideas as well as the supportive details, the principle arguments, as well as their evidence.
- One of the greatest gifts we can give students is to teach them: how to identify salient information, **no matter what subject we teach them** or how we present it and how to structure that information for meaning and successful application.
     Summarizing is a learned process of deleting, substituting, and keeping information.
- We shouldn't tell students to summarize information just so they will be able to retell it. We should teach students to summarize with the awareness that it is a strategy that it will open a topic for their minds and will make the content stick. **It leads students to the comprehension and retention that is the goal of learning**…the goal of every teacher.

- **Activate student's personal background knowledge**. Students' background and experience on a topic will shape the summary he creates. Good teachers recognize that background knowledge influences learning outcomes. We must make sure they begin with enough background to gather intended understandings. This may mean creating a background where there is none.
- **Prime the student's brains**. In *Brain Matters (2001),* Pat Wolfe writes that the human brain needs to be primed so it can pay attention and determine what's meaningful in text or experience. When reading text, we need to give students a target…something specific they can pay attention to, increasing the likelihood it will take up permanent residence in memory.
- **Teach students to identify a text's underlying structure**. It is important for teachers in every subject area to teach their students about the various ways that authors structure text and about the various graphic formats they can use to summarize text effectively. Most written text is presented in one of the following structures:
    - Enumeration—focuses on listing facts, characteristics, and/or features.
    - Chronological order—refers to structures that put facts, events, and concepts into sequence, using time references
    - Compare and contrast—structures that explain similarities and differences
    - Cause and effect—structures that show how something can happen as a result of something else having happened
    - Problem and solution—structures explain how a difficult situation, puzzle, or conflict developed, then describe what is done to solve it
- **Teach students to follow clues to meaning**. Identify topic sentences, finding key information, using first and last sentences of a paragraph.
- **Introduce students to analogies**. It is important to model this concept. Analogies isolate critical attributes and argue the merits of various symbolic representations of those attributes.
- **Chunk text and learning experiences**. A student's brain will more effectively processes information that is chunked into shorter segments for summary en route to understanding. Chunking text or experiences requires teachers to look at the bottom line of what they want their students to learn.
- **Give students tools for encountering text**, such as:
    - Repeated reading and Making notations and marking text
- **Stress scholarly objectivity**. Teach students that summaries are about author's arguments and details. They are not a place for personal opinions or judgments. Teach them to preface their writing by using the phrase, "According to the author,…"
- **Teach students to evaluate their summaries**. Creating a summary is just the first step in the summarization process. Teach students to evaluate their rough draft with questions
    - **Teach students to paraphrase**, such as Vocabulary development
    - Synonym substitution and condensing
    - Providing models
    - The headline technique
    - Active listening

Specific Resources for Teaching Summarization
- "Chart of Summarization Techniques" of Wormeli's book—IMPORTANT NOTE:
  Several of the techniques are ones we have been implementing in our classrooms for ages! Examples: Advance Organizers, Graphic Organizers, Bloom's Taxonomy Summary Cubes, Learning Logs and Journals, Multiple Intelligences (B.E.S.T.), SQ3R, T-Chart/T-List (CRISS Strategies), Traditional Rules-Based Summaries, etc.
- Marzano's book: Classroom Instruction that Works
- Thinking Maps

CONTENT AREA:

Reading	Math	Writing	Science	Parental Involvement	Drop-out Programs
Language Arts	Social Studies	Arts/PE	Other:		

School Based Objective: *(Action statement: What will we do to improve programmatic and/or instructional effectiveness?)*

> Westside Elementary will improve student learning and increase student success in all grade levels and in all disciplines by focusing on the research-based, high-yield instructional practice of summarization, specifically writing to summarize.

Strategies: *(Small number of action oriented staff performance objectives)*

Barrier	Action Steps	Person Responsible	Timetable	Budget	In-Process Measure
1. Writing to summarize is one of our underused instructional practices, yet research has shown that it yields some of the greatest leaps in comprehension and long-term retention of information.	1. Teach students to identify a text's underlying features through the instructional practice of writing to summarize across all disciplines.	Collaborative Team 1/ Administration Academic Coaches	August 2012-May 2013	$67.53 from Title 1 for teacher resources	Teacher lesson plans reflecting the instructional practice of writing to summarize and student portfolios with writing samples reflecting this practice

2. Writing to summarize is one of our underused instructional practices, yet research has shown that it yields some of the greatest leaps in comprehension and long-term retention of information.	2. Teach students to evaluate their summaries to improve comprehension through the instructional practice of writing to summarize.	Collaborative Team 2/ Administration Academic Coaches	August 2012-May 2013	$67.53 from Title 1 for teacher resources	Teacher lesson plans reflecting the instructional practice of writing to summarize and student portfolios with writing samples reflecting this practice
3. Writing to summarize is one of our underused instructional practices, yet research has shown that it yields some of the greatest leaps in comprehension and long-term retention of information.	3. Extend the use of advance organizers to serve as a summarization device through the instructional practice of writing to summarize.	Collaborative Team 3/ Administration Academic Coaches	August 2012-May 2013	$67.53 from Title 1 for teacher resources	Teacher lesson plans reflecting the instructional practice of writing to summarize and student portfolios with writing samples reflecting this practice
4. Writing to summarize is one of our underused instructional practices, yet research has shown that it yields some of the greatest leaps in comprehension and long-term retention of information.	4. Implement the summarization technique of using Analysis Matrices and Graphic Organizers to teach students to organize important concepts and skills for the goal of maximizing comprehension and learning, through the instructional practice of writing to summarize.	Collaborative Team 4/ Administration Academic Coaches	August 2012-May 2013	$67.53 from Title 1 for teacher resources	Teacher lesson plans reflecting the instructional practice of writing to summarize and student portfolios with writing samples reflecting this practice
5. Writing to summarize is one of our underused instructional practices, yet research has shown that it yields some of the greatest leaps in comprehension and long-term retention of information.	5. Implement the summarization strategy of learning logs and journals as an instructional practice that will engage students in higher-order thinking through the practice of writing to summarize.	Collaborative Team 5/ Administration Academic Coaches	August 2012-May 2013	$67.53 from Title 1 for teacher resources	Teacher lesson plans reflecting the instructional practice of writing to summarize and student portfolios/ journals with writing samples reflecting this practice

6. Writing to summarize is one of our underused instructional practices, yet research has shown that it yields some of the greatest leaps in comprehension and long-term retention of information.	6. Teach, model, and practice the traditional rules-based steps to summarization through the practice of writing to summarize.	Collaborative Team 6/ Administration Academic Coaches	August 2012-May 2013	$67.53 from Title 1 for teacher resources	Teacher lesson plans reflecting the instructional practice of writing to summarize and student portfolios with writing samples reflecting this practice
7. Writing to summarize is one of our underused instructional practices, yet research has shown that it yields some of the greatest leaps in comprehension and long-term retention of information.	7. Prepare students with a process for expanding thought by implementing the summarization strategy of sequencing through the practice of writing to summarize.	Collaborative Team 7/ Administration Academic Coaches	August 2012-May 2013	$67.53 from Title 1 for teacher resources	Teacher lesson plans reflecting the instructional practice of writing to summarize and student portfolios with writing samples reflecting this practice
8. Writing to summarize is one of our underused instructional practices, yet research has shown that it yields some of the greatest leaps in comprehension and long-term retention of information.	8. Teach students to understand and create analogies through the practice of writing to summarize.	Collaborative Team 8/ Administration Academic Coaches	August 2012-May 2013	$67.53 from Title 1 for teacher resources	Teacher lesson plans reflecting the instructional practice of writing to summarize and student portfolios with writing samples reflecting this practice

EVALUATION – Outcome Measures and Reflection

Qualitative and Quantitative Professional Practice Outcomes: *(Measures the level of implementation of the professional practices throughout the school)*

In order to demonstrate success with our school based objective, the following professional practice outcomes will be measured for implementation:

- Pre/Post Survey on Writing to Summarize—In August 2012, results indicate 0% of teachers having Assessment Prompts for summarizing in lesson plans. In May 2013, 100% of our teachers will demonstrate evidence of Assessment Prompts in their lesson plans. In August 2012, only 8% of teachers identified the practice of modeling summarizing and requiring students to summarize learning throughout lessons in collaborative pairs, and/or writing. In May 2013, 100% of teachers will model summarizing and require students to summarize

learning throughout lessons in collaborative pairs, and/or writing.

- Lesson plans that demonstrate instructional planning and implementation of professional practice… Teacher observation results as measured by the professional practice dimensions of the IPPAS

Qualitative and Quantitative Student Achievement Expectations: *(Measures of student achievement)*

The measures of student achievement:

- In 2012, 88% of the parents of Westside Elementary School responding to the BPS Parent Survey indicated a rating of "good" to "excellent" to the question: "How well is your child learning the 21st Century skill of communication?" In 2013, 90% of our parents will respond "good" to "excellent" to that same question.
- In 2012, 67% of 3rd through 6th grade students met satisfactory progress on FCAT 2.0 Reading. In 2013, 74% of 3rd through 6th grade students will meet satisfactory progress on FCAT 2.0 Reading.
- In 2012, 57% of 3rd through 6th grade students met satisfactory progress on FCAT 2.0 Mathematics. In 2013, 73% of 3rd through 6th grade students will meet satisfactory progress on FCAT 2.0 Mathematics.
- In 2012, 55% of 5th grade students met satisfactory progress on FCAT 2.0 Science. In 2013, 60% of 5th grade students will meet satisfactory progress on FCAT 2.0 Science.

APPENDIX A

(ALL SCHOOLS)

Reading Goal 1. Improve comprehension and long-term retention of information through the instructional practice of writing to summarize.	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects ie. 28%=129 students)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects ie. 31%=1134 students)

Anticipated Barrier(s): **1**. We have had a 30% turnover rate of instructional personnel over the past two years. This has created gaps in professional development in a number of strategic trainings in which our staff has engaged (i.e. B.E.S.T, Quality Questions, Marzano's Instructional Practices, NCTM Process Standards, Thinking Maps, etc.)		
Strategy(s): **1**. Provide opportunities for teachers with gaps in their professional development to get the training they need.		
FCAT 2.0 Students scoring at Achievement Level 3 **Barrier(s):** Currently, our students are not prepared for success in the anchor standards of Common Core State Standards. **Strategy(s):** **1.** Aligning with our school based goal, we will prepare students to determine central ideas and themes of a text, analyze their development, and summarize in writing the key supporting details and ideas.	67% of 491 students tested	74% of approx. 450 students tested
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Reading **Barrier(s):** **Strategy(s):** **1.**	None	
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Reading **Barrier(s):** Currently, our students are not prepared for success in the anchor standards of Common Core State Standards. **Strategy(s):** **1.** Aligning with our school based goal, we will prepare students to determine central ideas and themes of a text, analyze their development, and summarize in writing the key supporting details and ideas.	31%=153 students out of 491	35%=158 students out of 451
Florida Alternate Assessment: Students scoring at or above Level 7 in Reading **Barrier(s):** **Strategy(s):** **1.**	None	

Florida Alternate Assessment: Percentage of students making learning Gains in Reading **Barrier(s):** **Strategy(s):** **1.**	None	
FCAT 2.0 Percentage of students in lowest 25% making learning gains in Reading **Barrier(s):** Our school data indicate our Walk to Intervention model has been effective for our lowest 25% making learning gains. **Strategy(s):** **1.** Continue the implementation of the Walk to Intervention model for our lowest 25% students. **Florida Alternate Assessment: None** Percentage of students in Lowest 25% making learning gains in Reading **Barrier(s):** **Strategy(s):** **1.**	80%=66 students	85%=71 students

Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%:		
Baseline data 2010-11:		

Student subgroups by ethnicity **NOT making satisfactory** progress in reading :	Enter numerical data for current level of performance 2012 Percent Satisfactory / Not	Enter numerical data for expected level of performance 2013
73% White: 27%	75% 25%	78%
59% Black: 41%	52% 48%	66%
63% Hispanic: 37% Asian: NA American Indian: NA	65% 35%	69%
English Language Learners (ELL) not making satisfactory progress in Reading 38% ELL: 62% **Barrier(s):** Students lack the background knowledge necessary to perform on grade level. **Strategy(s): 1.** Use visual and concrete information and link it often to the language used to express those ideas.	39% 71%	48%
Students with Disabilities (SWD) not making satisfactory progress in Reading 54% SWD: 46% **Barrier(s):** Currently, our students are not prepared for success in the anchor standards of Common Core State Standards. **Strategy(s):** **1.** Integrate instructional supports for learning, which foster student engagement, by presenting information in multiple ways and allowing for diverse avenues of action and expression.	44% 56%	62%

Economically Disadvantaged Students not making satisfactory progress in Reading 63% ECD: 37% **Barrier(s):** Currently, our students are not prepared for success in the anchor standards of Common Core State Standards. **Strategy(s):** **1.** Aligning with our school based goal, we will prepare students to determine central ideas and themes of a text, analyze their development, and summarize in writing the key supporting details and ideas.	60%	40%	69%

Reading Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
The Spirals of Common Core State Standards	Ongoing for the 2012-2013 School Year	Observations of the Professional Practices Dimensions of the IPPAS
Integration of Writing, Science and Social Studies in the 90-minute Reading Block	Ongoing for the 2012-2013 School Year	Observations of the Professional Practices Dimensions of the IPPAS
Six Shifts in English Language Arts and Content Area Literacy	Ongoing for the 2012-2013 School Year	Observations of the Professional Practices Dimensions of the IPPAS
Writing to Summarize	Ongoing for the 2012-2013 School Year	Observations of the Professional Practices Dimensions of the IPPAS; student work samples; attendance and participation in book study
Comprehension Toolkit	Ongoing for the 2012-2013 School Year	Observations of the Professional Practices Dimensions of the IPPAS
BEST Modules	Ongoing for the 2012-2013 School Year	Observations of the Professional Practices Dimensions of the IPPAS
Thinking Maps (graphic organizers)	Ongoing for the 2012-2013 School Year	Observations of the Professional Practices Dimensions of the IPPAS; student work samples

CELLA GOAL	Anticipated Barrier	Strategy	Person/Process/ Monitoring
2012 Current Percent of Students Proficient in **Listening/ Speaking:** 72 tested 40% 29 passed	Students lack the background knowledge necessary to perform on grade level.	Use visual and concrete information and link it often to the language used to express those ideas.	Student created graphic organizers, student generated word banks, drawings/ sketches that enable students to illustrate ideas for which they do not have language
2012 Current Percent of Students Proficient in **Reading:** 72 tested 33% 24 passed	Students lack the background knowledge necessary to perform on grade level.	Use visual and concrete information and link it often to the language used to express those ideas.	Student created graphic organizers, student generated word banks, drawings/ sketches that enable students to illustrate ideas for which they do not have language

2012 Current Percent of Students Proficient in **Writing**: 72 tested 31% 22 passed	Students lack the background knowledge necessary to perform on grade level.	Use visual and concrete information and link it often to the language used to express those ideas.	Student created graphic organizers, student generated word banks, drawings/ sketches that enable students to illustrate ideas for which they do not have language

Mathematics Goal(s): **1.** Teach students to clarify and justify their ideas about mathematical problems and solutions, orally and in writing.	**2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)**	**2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)**
Anticipated Barrier(s): **1.** Our past instructional methodologies have not included sufficient modeling and practice for students to be successful in implementing reasoning skills needed to solve mathematical problems.		
Strategy(s): **1.** Provide opportunities for teachers with gaps in their professional development to get the training they need.		
FCAT 2.0 Students scoring at Achievement Level 3 **Barrier(s):** Our past instructional methodologies have not included sufficient modeling and practice for students to be successful in implementing reasoning skills needed to solve mathematical problems. **Strategy(s):** 1.	57%=280 students out of 492	73%=329 students out of 451
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Mathematics **Barrier(s):** **Strategy(s):** 1.		
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Mathematics **Barrier(s):** Our past instructional methodologies have not included sufficient modeling and practice for students to be successful in implementing reasoning skills needed to solve mathematical problems. **Strategy(s):** 1.	24%=117 students out of 492	28%=125 students out of 451

Florida Alternate Assessment: Students scoring at or above Level 7 in Mathematics **Barrier(s):** **Strategy(s):** 1.		
Florida Alternate Assessment: Percentage of students making learning Gains in Mathematics **Barrier(s):** **Strategy(s):** 1.		
FCAT 2.0 Percentage of students in lowest 25% making learning gains in Mathematics **Barrier(s):** Our past instructional methodologies have not included sufficient modeling and practice for students to be successful in implementing reasoning skills needed to solve mathematical problems. **Strategy(s):** 1.	70%=59 students	75%=62 students
Florida Alternate Assessment: Percentage of students in Lowest 25% making learning gains in Mathematics **Barrier(s):** **Strategy(s):** 1.		
Ambitious but Achievable Annual Measurable Objectives (AMOs). In six years school will reduce their Achievement Gap by 50%: **Baseline Data 2010-11:**		
Student subgroups by ethnicity : White: 71% 29% Black: 63% 37% Hispanic: 62% 38% Asian: NA American Indian: NA	66% 34% 42% 58% 55% 45%	76% 69% 68%
English Language Learners (ELL) not making satisfactory progress in Mathematics: 38% 62%	37% 63%	48%
Students with Disabilities (SWD) not making satisfactory progress in Mathematics: 50% 50%	34% 66%	58%
Economically Disadvantaged Students not making satisfactory progress in Mathematics: 63% 63%	52% 48%	69%

Mathematics Professional Development

PD Content/Topic/Focus	Target Dates/ Schedule	Strategy(s) for follow-up/monitoring
The Spirals of Common Core State Standards	Ongoing for the 2012-2013 School Year	Observations of the Professional Practices Dimensions of the IPPAS
Training in the CCSS for Mathematical Practice	Ongoing for the 2012-2013 School Year	Observations of the Professional Practices Dimensions of the IPPAS
Writing to Summarize	Ongoing for the 2012-2013 School Year	Observations of the Professional Practices Dimensions of the IPPAS; student work samples; attendance and participation in book study
B.E.S.T.	Ongoing for the 2012-2013 School Year	Observations of the Professional Practices Dimensions of the IPPAS
Thinking Maps (graphic organizers)	Ongoing for the 2012-2013 School Year	Observations of the Professional Practices Dimensions of the IPPAS; student work samples

Writing	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that percentage reflects)
Barrier(s): Writing to summarize is one of our underused instructional practices, yet research has shown that it yields some of the greatest leaps in comprehension and long-term retention of information. **Strategy(s):** **1.** Practice writing summaries of text.		
FCAT: Students scoring at Achievement level 3.0 and higher in writing	79%=99 students out of 126	82%=90 students out of 112
Florida Alternate Assessment: Students scoring at 4 or higher in writing		

Science Goal(s) (Elementary and Middle) 1. Improve comprehension and long-term retention of information through the	2012 Current Level of Performance (Enter percentage information and the number of students that percentage reflects)	2013 Expected Level of Performance (Enter percentage information and the number of students that

instructional practice of writing to summarize.		percentage reflects)
Barrier(s): With so many of our students struggling with fundamental skills in reading, they are not equipped to handle the additional complexity of the informational text of the science curriculum. **Strategy(s):** **1.** Within the 5th grade intervention block, students will be instructed using informational text.		
FCAT 2.0 Students scoring at Achievement level 3 in Science**:**	55%=66 students out of 121	60%=71 students out of 118
Florida Alternate Assessment: Students scoring at levels 4, 5, and 6 in Science		
FCAT 2.0 Students scoring at or above Achievement Levels 4 and 5 in Science:	21%=25 students out of 121	24%=28 students out of 118
Florida Alternate Assessment: Students scoring at or above Level 7 in Reading		

APPENDIX C

(TITLE 1 SCHOOLS ONLY)

Highly Effective Teachers
Describe the school based strategies that will be used to recruit and retain high quality, highly effective teachers to the school.

Descriptions of Strategy	Person Responsible	Projected Completion Date
1. Provide teachers with professional development opportunities.	Administration; Teacher Leaders; Coaches	May 2013
2. Provide mentor teachers.	Administration	May 2013
3. Guide teachers through induction program.	Administration; Teacher Leaders; Coaches	May 2013

Non-Highly Effective Instructors
Provide the number of instructional staff and paraprofessionals that are teaching out-of-field and/or who are not highly effective. *When using percentages, include the number of teachers the percentage represents (e.g., 70% [35]).

Number of staff and paraprofessionals that are teaching out-of-field/and who are not highly effective	Provide the strategies that are being implemented to support the staff in becoming highly effective

For the following areas, please write a brief narrative that includes the data for the year 2011-12 and a description of changes you intend to incorporate to improve the data for the year 2012-13.

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)/RtI (Identify the MTSS leadership team and its role in development and implementation of the SIP along with data sources, data management and how staff is trained in MTSS)

Administration, Guidance, Title One Personnel, Literacy Coach, Grade Level Contacts, ESOL Personnel, ESE Personnel, Classroom Teachers, Speech Pathologist, Occupational Therapist, Staffing Specialist, Psychologist, and Behavior Analyst make up the MTSS Leadership Team.

We meet every other week with grade level teachers. The literacy coach and guidance counselor facilitate as case managers for grade levels. The case manager informally meets with teachers to discuss students in need of academic and/or behavioral assistance. The facilitator organizes the list of at risk students to be discussed during these meetings. All teachers are present at these MTSS meetings. Administration, as well as other needed support staff, also attend all MTSS meetings. Case Managers are Literacy Coach, Lisa Wheeler and Guidance Counselor, Erika Sentner.

Members of the MTSS Leadership Team facilitated the writing and development of the School Improvement Plan. The focus goals and strategies were developed based on the analysis of FCAT data.

Our school implemented the use of MTSS folders for each at risk student. Folders contain a variety of information, such as; Student Assessment Records in A3 and previous year's data in cumulative folders, current work samples, standardized testing information, anecdotal records, curriculum-based measurements, comparison data, and if needed, behavioral documentation.

This is the fourth year of implementing the MTSS model and presenting updates to our staff during pre-planning week. In addition, training on our specific school plan will take place during grade level meetings at the beginning of the school year and throughout the year. We meet in collaborative teams to discuss and analyze data, assist instructional personnel with the implementation of the problem solving cycle of MTSS, and the effective collection and graphical representation of data.

PARENT INVOLVEMENT:
Refer to the Title 1 Parent Involvement Plan uploaded to the FLDOE website.

ATTENDANCE:
Westside has maintained an average over 95% for the past 5 years. We have been over the district average for the past two years. We have begun this year with a 96.77% average.
Administration will continue to:
- Monitor attendance daily.
- Alert parents of excessive tardies or absences.
- Work with individual students with chronic absenteeism.
- Process attendance appeals right away, at the end of the first semester, for the students who have exceeded the number of days allowed by school board policy, rather than wait until the end of the school year.

Guidance Counselors will continue to:
- Identify for Mr. Jankowski the students with excessive absences.
- Follow up with parent communication.
- Support teachers with their initial notification to guidance.

Teachers will continue to:
- Communicate with parents the importance of good attendance.
- Work closely with guidance counselors when a student is getting close to the 7th unexcused absence.
- Praise students for good attendance.

SUSPENSION: