

The School District of Desoto

West Elementary School



2016-17 Schoolwide Improvement Plan

West Elementary School

304 W IMOGENE ST, Arcadia, FL 34266

<http://wes.desotoschools.com/>

School Demographics

| | | |
|---|-------------------------------|---|
| School Type and Grades Served (per MSID File) | 2015-16 Title I School | 2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3) |
| Elementary School PK-5 | Yes | 100% |
| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
| K-12 General Education | No | 51% |

School Grades History

| Year | 2015-16 | 2014-15 | 2013-14 | 2012-13 |
|-------|---------|---------|---------|---------|
| Grade | C | D* | F | F |

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Desoto County School Board on 9/27/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for West Elementary School

| DA Region and RED | DA Category and Turnaround Status |
|-------------------|-----------------------------------|
| Southwest - | Not In DA - N/A |

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The mission of West Elementary is to educate children to read with comprehension, write clearly, compute accurately, think, reason, and use information to solve problems.

b. Provide the school's vision statement.

Approaching all challenges with our best efforts.

2. School Environment

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

Over the past 2 years we trained the teachers in the 7 Habits of Highly Effective People. The teachers have continued to implement the 7 Habits/Leader in Me into their classrooms. They will continue to review student data and interview the students to determine their strengths and weaknesses. Students are assigned leadership roles within their classrooms. Student work is hanging in classrooms and teacher praise is high.

In addition, the first week of school (3 days) is designated as the week to learn about the teachers, students, and to share the expectations, policies, and procedures of the classroom/school. Students and teachers are able to bond over icebreaking activities and classroom team-building activities reviewing the procedures during the "suspended curriculum" week.

We implemented a School Spirit winner each Friday where the students and teachers work together to show the most school spirit. The winning class gets a certificate and "Golden Cowboy Hat" award for the week. We also implemented the "Golden Cowboy Fork" to encourage leadership behavior during the lunch periods.

In addition, West implemented a "Hall of Nations" where students can showcase their heritage/cultural background and linguistic diversity. A leadership mural was also painted in the school entryway showcasing heritage/cultural background of our students. Last year teachers greeted all students as they walked into the classroom door and the students greeted guests as they walked into the classrooms as well. The Golden Cowboy Hat, Golden Cowboy Fork, Hall of Nations, and student greetings will continue for the 2016-2017 school year. We added leadership quotes to the walls in the café and library, voted on by the students. We have also incorporated DEAL (drop everything and lead) time on Monday mornings and Circle Up time every morning in the classrooms.

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

Our motto is "Leadership the Cowboy way!" Students hear about leadership and making the right choices everyday on the student news. Teachers have continued to use the "voice levels" chart and a "color of conduct" discipline chart that relays behavior consequences to the students.

Every morning when students come on campus they can eat breakfast and then head to their assigned area. They get to communicate and interact with their peers while under the supervision of multiple adults. Adults are also stationed throughout the campus to help in any way needed. Safety patrols (5th grade students) are also stationed around campus to ensure students are safe.

Parents may walk their child to class, eat breakfast with their child, or eat lunch with their child after signing in with the front office. Parents may also park and walk up to meet their child after school at the walker gate. All areas are supervised by adults and praise is readily given to students. Students

know they are responsible for themselves, but that any adult will help them if needed. West students act as greeters/translators for our English and Spanish speaking students/families during academic assemblies. All school wide documents are translated before being sent home. The Hall of Nations shows our pride and respect for our diverse community as well.

c. 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.

We have implemented "voice levels" and a school wide "color of conduct" at West. All teachers are consistent with the use of these levels and the color of conduct.

Voice levels:

4= Outside voice

3= Proud, sharing voice

2= Conversation voice

1= Working whisper

0= Transition/test taking voice

Color of Conduct:

Green= Great work

Yellow= Warning

Orange= Time-out

Red= Phone call/note home

Purple= Office referral

Teachers also have a minor/major infractions sheet to help guide their disciplinary decisions and to keep discipline consistent across the school.

West also has "Cowboy Tickets" for students "caught doing good" throughout the week. One winner is picked on Friday to eat lunch with the Dean and a friend. The grade level classrooms also compete for the class with "the most greens" during lunchtime. The winning class gets lunch on stage with the dean.

The dean and core team are also available to mentor/counsel students as needed.

d. 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.

Students mentor each other through the use of Safety Patrols (5th grade only), classroom leaders, and cafeteria leaders. All students have the chance to be classroom or cafeteria leaders.

Students have the opportunity to get Cowboy Tickets if they are caught doing something good. These students are then showcased live on our morning news.

Students also show leadership skills when running the morning news live every morning, running the academic assemblies, and hosting their own student led conferences.

We have a full time guidance counselor (TBD) who holds small group, individual, and whole class counseling sessions.

We have a full time dean (Dawn Randolph) who counsels students in regards to behavior and academic issues.

Our school nurse (Staci Forinash) works full time to provide students health services, including taking groups of students to the dentist every Wednesday morning.

We plan to implement a Student and Parent Lighthouse Team as a part of our Leader in Me program this school year. Last year we had one parent and one student representative.

Our ESE staffing specialist (Amy Turner) provides and/or refers all needed services for all ESE students. This includes, but is not limited to, speech therapy, occupational therapy, and language therapy.

The academic coach (Jessica Smith) models for classroom teachers, showing them how to meet the diverse academic needs of all students.

The core team also mentors targeted students in grades 3-5 to support social, academic, emotional, and behavioral needs.

In addition, the administrative team (Bradley Warren and Danielle Hudzina) is available whenever needed.

Action teams will be implemented this year and several teams will include students to ensure student input.

Leadership camps will allow students to mentor other students and teachers to mentor students.

Lastly, West has a student lighthouse team to ensure student opinions are heard and valued.

3. Early Warning Systems

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

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

N/A

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

| Indicator | Grade Level | | | | | | | | | | | | | Total | |
|---------------------------------|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Attendance below 90 percent | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

The number of students identified by the system as exhibiting two or more early warning indicators:

| Indicator | Grade Level | | | | | | | | | | | | | Total | |
|--|-------------|---|---|---|---|---|---|---|---|---|----|----|----|-------|---|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | | |
| Students exhibiting two or more indicators | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

N/A

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/309796>.

2. Description

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

2. 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.

West collaborates with 4H, Mosi, and Mosaic to implement Science related activities into the school. These activities correlate to the Science FCAT test for fifth graders, therefore increasing student achievement.

Our COWBOY Boosters partnership helps fund classroom activities and materials.

We are continuously recruiting business partners through our Leader in Me program and have created several new business partners, such as the Health Department.

First grade collaborates with the Historical Society to give the students artifacts and to learn about history. These activities correlate with the Common Core Standards.

All Faith's Food Bank provides food every Friday for the "Backpack Program."

We have created a partnership with the high school culinary arts teacher to provide baked goods for various events on our campus. In addition, we plan to have the STEM students come back and complete hands on projects with our 3rd, 4th, and 5th grade students again this year.

Siggy's doughnuts donated doughnuts for BooHoo breakfast to help kindergarten parents with the emotional needs of transitioning their children from home to school.

Walmart continuously donates requested items to West throughout the school year.

Dr. Whitesides donated parent pick up signs for the 2016-2017 school year.

The Arcadia Police Department continuously helps West with various needs throughout the school.

West is sure to thank all of their sponsors to encourage the continuation of their support.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

| Name | Title |
|-------------------|---------------------|
| Warren, Brad | Principal |
| Hudzina, Danielle | Assistant Principal |
| Turner, Amy | Other |
| Randolph, Dawn | Dean |
| Smith, Jessica | Instructional Coach |

b. Duties

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

The function of each member of the MTSS Leadership team is as follows:

Classroom Teacher - delivers instructional interventions, monitors student progress, attends MTSS meetings

Academic Coach - trains teachers in interventions, models interventions and differentiated instruction, guides the classroom teacher in the collection of data, collects school-wide data to use in identifying at risk students, attends MTSS meetings

Speech Pathologist - Completes communication skills screenings, incorporates MTSS data when guiding a speech/language referral, attends MTSS meetings

ESOL Coordinator (TBD) - Provides ELL interventions, attends MTSS meetings

Guidance Counselor - Maintains MTSS folders, maintains a log of all students served through the MTSS process, completes necessary MTSS forms, sends home parent invitations for scheduled MTSS meetings,

conducts social-developmental history interviews when necessary, attends MTSS meetings, counsels students as needed

ESE Staffing Specialist - facilitates eligibility determination meeting, facilitates staffings for ESE services meetings at the appropriate tier of the MTSS process, reviews final documentation

Principal/Assistant Principal - facilitates and supports the implementation of the MTSS process, provides and coordinates continuous MTSS professional development, assigns personnel to support MTSS implementation, conducts classroom walkthroughs to monitor implementation, attends MTSS meetings, attends Data team meetings, attends retention meetings, attends parent conferences as needed

Dean- Counsels and disciplines students, maintains and supports school discipline code and color code of conduct, implements school wide positive behavior program, praises positive behaviors through cowboy tickets

2. 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 MTSS Leadership Team meets twice yearly to discuss progress and set goals. Schoolwide data is reviewed for effectiveness of instruction and curriculum resources and programs. Throughout the school year the MTSS Coordinator (Bradley Warren) holds progress meetings to monitor the progress of the students served through the process.

Title I, Part A services are provided to students in need of additional support through after-school programs, summer institutes and intervention instruction during the school day. The district coordinates the use of Title I, II, III, and IV funds to provide professional development for teachers and administrators to improve instructional practices and support improvement in student achievement. Title I, Part C Migrant advocates at each school provide instructional support to students either during or after the school day. These advocates coordinate with Title I and other programs. Title I, Part D provides funds to be used to develop and implement a drop-out prevention program for the district. Title II, Part A funds are used to provide supplemental professional development for faculty, staff and administrators at all school sites in the district. Specific activities are based on the need of the schools as determined by student performance data and surveys of all stakeholders. These funds are used in collaboration with funds from local sources and other federal projects. Title II, Part D funds are used to support instructional technology through the purchase and repair of hardware, software and the provision of professional development in the use of technology as an instructional tool. Title III services are provided at each school to support education of English language learners for the purpose of improving student performance. Title X Homeless, the coordinator of district services for homeless students provides resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Violence Prevention Programs offers a non-violence/anti-bullying program at all schools as part of the character education program. This may include but not be limited to guest speakers, field trips and community service activities.

2. School Advisory Council (SAC)

a. Membership

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

| Name | Stakeholder Group |
|------------------|----------------------------|
| Kim Serio | Teacher |
| Greta Mercer | Parent |
| Jennie Muse | Parent |
| Kayla Patton | Teacher |
| Tara Lolley | Parent |
| Irene Cerna | Teacher |
| Cynthia Jones | Education Support Employee |
| Laura Pitts | Teacher |
| Heather Nedley | Business/Community |
| Kelli Werner | Parent |
| Kara Lomski | Parent |
| Lynna Welker | Parent |
| Brad Warren | Principal |
| Danielle Hudzina | Principal |
| Dawn Randolph | Teacher |
| Lucretia Gilmore | Parent |
| | Student |
| Jessica Smith | Education Support Employee |

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

a. Evaluation of last year's school improvement plan

The first SAC meeting was on September 12th, 2016. The 2015-2016 SIP will be evaluated during this time.

The purpose of SAC is to:

- Finding out about current events, upcoming activities, celebrations, and parent involvement events at our school
- Developing/Approving our School Improvement Plan
- Deciding how Federal/State funds are spent at our school
- Expressing your questions or concerns about our school

The SAC committee approved the 2016-2017 SIP at the September 12th meeting.

b. Development of this school improvement plan

The 2016-2017 School Improvement Plan was presented to the SAC committee and approved on September 12th, 2016.

The SAC committee will assist in offering suggestions for academic improvement and monitoring for progress towards goals throughout the school year. SAC will agree to revise the SIP during the mid-year review (if needed) after diagnostic assessment data has been reviewed.

c. Preparation of the school's annual budget and plan

SAC will review the budget plan once funds are allocated from the district. This will occur at the October or November SAC meeting. It was discussed to continue needed professional development for teachers and the Leader In Me program.

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

SIP funds for 2015-2016
Allocated: \$11,167.00

Spent-

Stipends for teacher trainings: \$1600.00

Hourly pay for teachers to align/create curriculum maps: \$275.00

Substitutes for pacing guide revisions and ICLE training: \$1080.00

Literacy Solutions: \$4612.00

County stipends: \$3600.00

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC.

Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements.

West is sending home flyers, calling parents, sending robocalls, and making Facebook posts to encourage parent involvement. We will continue to recruit members to serve as representation of our school community.

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

| Name | Title |
|-------------------|---------------------|
| Warren, Brad | Principal |
| Hudzina, Danielle | Assistant Principal |
| Randolph, Dawn | Dean |
| Turner, Amy | Other |
| Smith, Jessica | Instructional Coach |

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The major initiatives of the Literacy Leadership Team will be the analysis and interpretation of data to implement best practices in the classroom. Teachers will use rigorous, relevant, and engaging instructional practices to enhance student performance. The LLT will also facilitate, the celebration of the state-wide literacy week, annual book fair, and work in partnership with the SAC committee with all school-wide literacy efforts. The team will be a cross-representation of the school population and will meet bi-monthly. The focus is to promote and enhance literacy at West. The meetings will

establish goals and strategies for the 2016-2017 school year. The team will also develop, review, monitor, and assess I-ready scores to see data trends and needs at West.

D. Public and Collaborative Teaching

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

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

All grade level teachers have common planning time and access to school paraprofessionals. In addition, after school committees have been formed to include ESE, ESOL, and Special Area teachers. Team leaders will implement PLT (Professional Leadership Teams) meetings to share strategies with their grade level teams. Actions teams have been strategically created to implement leadership roles and meaningful committees into the school.

Teachers continue to use the Leadership Lounge to encourage collaboration and interaction among staff members before, during, and after school. The lounge also contains teacher resources for all to use. The school academic coach will host Data Team Meetings with each grade level team during their planning time once a month. The principal, assistant principal, dean, and academic coach will meet with grade level teams to determine areas of need and areas for professional development.

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

The principal works with Human Resources to advertise open positions, screen applicants and schedule interviews. Perspective teachers are recruited through the district website, Teachers-Teachers.com, Heartland Educational Consortium website, the State of Florida teacher recruitment website and the district participates in the Teach-In each summer. Principals are invited to attend and are encouraged to interview and hire qualified applicants. The district also offers a mentoring program to assist new teachers in the transition from college to the teaching profession. Support is given throughout the first year of teaching through one to one mentoring with qualified teachers. In addition, Kristie Joens will be offering technology training for all new teachers once a month.

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

After an initial two day orientation, West Elementary pairs up all new teachers with highly qualified teachers within the same grade or subject area. Mentor teachers are selected based on their time employed and effectiveness in the classroom. Mentors provide support to new teachers through observations, providing feedback and general directions with day to day activities. They meet with their mentee at least once per week to discuss strategies for classroom management, teaching strategies and student progress. The mentees are also given an overview of the MTSS program and are given support from the MTSS coordinator and academic coach to ensure that MTSS plans are implemented and done with fidelity. Mrs. Hudzina will oversee the mentors/mentees this year.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards.

Administrators use a variety of tools to ensure the core programs are aligned with Florida standards:
- Walk throughs

- Lesson plans
- Formal observations
- Team leader/PLC meetings
- Data meetings
- I-Ready assessment data

All instructional materials are state adopted and school board approved and are verified through administrator walk throughs.

b. Instructional Strategies

1. 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.

Our school uses:

- Data teams/analysis (IReady, FSA)
- RTI meetings
- PLT meetings
- ESE inclusion support
- ESOL inclusion support
- ESE self contained units
- ESE resource room
- Grade level paraprofessionals for individual and small group help
- Academic coach reviews data and models instructional strategies as needed
- Online training is available through FDLRS

After reviewing data and observations in data team meetings, information will be used to adjust/modify curriculum, strategies, and support as needed.

-During the meetings, students will be identified and strategies will be implemented based on individual student need.

-If further intervention is needed, the RTI process will be applied.

- If deemed appropriate, the child will be referred to ESE services.

2. 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: Summer Program

Minutes added to school year: 3,300

Third graders receive intensive instruction on reading strategies to increase academic success.

Strategy Rationale

Florida Standards Assessment scores reveal data trends and areas of need for specific students. These areas are targeted during the summer reading camp.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Hudzina, Danielle, danielle.hudzina@desotoschools.com

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

SAT-10 scores will be analyzed at the end of the summer reading camp. Student scores should show an increase in academic achievement.

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)

""

Person(s) responsible for monitoring implementation of the strategy

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

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Pre-schools and day-care providers are invited to bring perspective students to an orientation each Spring. A day was scheduled in spring of 2016 that included time to meet teachers and staff and tour the campus. Kindergarten Round-up is held prior to the conclusion of the school year for both parents and students to come in and receive information about the school, meet teachers and administrators as well as learn expectations for the upcoming school year. The school nurse is also on hand to provide information to assist the parent with the registration process. The principal from the Desoto Early Childhood Center provides the kindergarten teachers with an orientation that includes information about each child and expectations for the FLKRS assessment.

The fifth graders take a trip to the middle school every May to tour the school and receive an orientation.

b. College and Career Readiness

1. 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

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

N/A

3. 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

4. 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

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why" or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** All staff members at West Elementary will use rigorous, relevant, and collaborative teaching methods to engage students during instructional time.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. All staff members at West Elementary will use rigorous, relevant, and collaborative teaching methods to engage students during instructional time. 1a

G082514

Targets Supported 1b

| Indicator | Annual Target |
|---------------------|---------------|
| FSA ELA Achievement | 47.0 |

Targeted Barriers to Achieving the Goal 3

- System to support instructional change to ensure Professional Development is transferred into daily practice.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Professional Development early release days
- Thinking Maps
- Peer modeling
- Computer labs/Chromebooks
- IReady diagnostic testing and lessons
- Professional Leadership Teams (PLT) meetings
- Guidance Counselor
- Common planning time
- Data teams
- Title I funding
- Academic Coach
- Title I paraprofessionals
- Leader in Me
- Professional Development (full days)

Plan to Monitor Progress Toward G1. 8

Analyzing formative assessment data for grades K-5

Person Responsible

Danielle Hudzina

Schedule

Monthly, from 9/7/2016 to 5/26/2017

Evidence of Completion

i-Ready standards mastery checks, I-Ready diagnostic scores, DRA, and teacher formative 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. All staff members at West Elementary will use rigorous, relevant, and collaborative teaching methods to engage students during instructional time. 1

G082514

G1.B13 System to support instructional change to ensure Professional Development is transferred into daily practice. 2

B218456

G1.B13.S1 Implementation of common planning, which allows time for grade level Professional Leadership Team (PLT) meetings. During this time the teams analyze data, discuss/share best instructional practices related to current standards, review grade level assessments and test scores for strengths, weaknesses, and trends, and lesson plan. 4

S230740

Strategy Rationale

When asked at the beginning of the 2016-2017 school year, it was reported that school morale was low and teachers reported a lack of collaboration and sharing among staff members. By implementing PLT's the teachers can meet to discuss, analyze, share, and research.

Action Step 1 5

Develop master schedule that allowed for common planning time for each grade level team

Person Responsible

Danielle Hudzina

Schedule

On 5/26/2017

Evidence of Completion

Master schedule

Action Step 2 5

Principal trains team leaders in Professional Leadership Teams (PLT)

Person Responsible

Brad Warren

Schedule

On 9/7/2016

Evidence of Completion

Minutes from Team Leader meeting

Action Step 3 5

Team leaders schedule and host bi-weekly meetings

Person Responsible

Danielle Hudzina

Schedule

Biweekly, from 9/7/2016 to 5/26/2017

Evidence of Completion

Agendas/Minutes from PLT meetings

Plan to Monitor Fidelity of Implementation of G1.B13.S1 6

Collecting of team meeting notes, agendas, and rosters

Person Responsible

Danielle Hudzina

Schedule

Biweekly, from 9/7/2016 to 5/26/2017

Evidence of Completion

PLT notes, agendas, and rosters

Plan to Monitor Fidelity of Implementation of G1.B13.S1 6

Administration/Core team will observe grade level team meetings

Person Responsible

Jessica Smith

Schedule

Biweekly, from 9/7/2016 to 5/26/2017

Evidence of Completion

Observation notes and checklists

Plan to Monitor Effectiveness of Implementation of G1.B13.S1 7

Conduct walk-throughs to observe the implementation of PLT

Person Responsible

Brad Warren








Schedule

Biweekly, from 9/7/2016 to 5/26/2017

Evidence of Completion

Walk-through notes, lesson plans, and checklists

IV. Implementation Timeline

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|--|---|-------------------|-------------------------------|---|-----------------------|
| 2017 | | | | | |
| G1.B13.S1.A2  A294522 | Principal trains team leaders in Professional Leadership Teams (PLT) | Warren, Brad | 9/7/2016 | Minutes from Team Leader meeting | 9/7/2016 one-time |
| G1.MA1  M297232 | Analyzing formative assessment data for grades K-5 | Hudzina, Danielle | 9/7/2016 | i-Ready standards mastery checks, I-Ready diagnostic scores, DRA, and teacher formative assessments | 5/26/2017 monthly |
| G1.B13.S1.MA1  M297225 | Conduct walk-throughs to observe the implementation of PLT | Warren, Brad | 9/7/2016 | Walk-through notes, lesson plans, and checklists | 5/26/2017 biweekly |
| G1.B13.S1.MA1  M297226 | Collecting of team meeting notes, agendas, and rosters | Hudzina, Danielle | 9/7/2016 | PLT notes, agendas, and rosters | 5/26/2017 biweekly |
| G1.B13.S1.MA2  M297227 | Administration/Core team will observe grade level team meetings | Smith, Jessica | 9/7/2016 | Observation notes and checklists | 5/26/2017 biweekly |
| G1.B13.S1.A1  A294521 | Develop master schedule that allowed for common planning time for each grade level team | Hudzina, Danielle | 7/1/2015 | Master schedule | 5/26/2017 one-time |
| G1.B13.S1.A3  A294523 | Team leaders schedule and host bi-weekly meetings | Hudzina, Danielle | 9/7/2016 | Agendas/Minutes from PLT meetings | 5/26/2017 biweekly |

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. All staff members at West Elementary will use rigorous, relevant, and collaborative teaching methods to engage students during instructional time.

G1.B13 System to support instructional change to ensure Professional Development is transferred into daily practice.

G1.B13.S1 Implementation of common planning, which allows time for grade level Professional Leadership Team (PLT) meetings. During this time the teams analyze data, discuss/share best instructional practices related to current standards, review grade level assessments and test scores for strengths, weaknesses, and trends, and lesson plan.

PD Opportunity 1

Principal trains team leaders in Professional Leadership Teams (PLT)

Facilitator

Bradley Warren

Participants

Team Leaders

Schedule

On 9/7/2016

VI. Technical Assistance Items

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

VII. Budget

| | | | |
|---|--------------|---|----------------------|
| 1 | G1.B13.S1.A1 | Develop master schedule that allowed for common planning time for each grade level team | \$0.00 |
| 2 | G1.B13.S1.A2 | Principal trains team leaders in Professional Leadership Teams (PLT) | \$0.00 |
| 3 | G1.B13.S1.A3 | Team leaders schedule and host bi-weekly meetings | \$0.00 |
| | | | Total: \$0.00 |