

Columbia County School District

# Westside Elementary School



8-Step problem solving step zero school improvement needs assessment resources effective leadership strategies ambitious supportive environment family and community involvement public and mission vision teaching collaborative increased achievement relationships building planning career college and strategic goals students

## 2017-18 Schoolwide Improvement Plan

## Westside Elementary School

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

<http://wes.columbiak12.com/>

### School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 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	34%

### School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

\*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 Columbia County School Board on 11/28/2017.

### 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>6</b>
Supportive Environment	6
Family and Community Engagement	8
Effective Leadership	9
Public and Collaborative Teaching	12
Ambitious Instruction and Learning	13
<b>8-Step Planning and Problem Solving Implementation</b>	<b>17</b>
Goals Summary	17
Goals Detail	17
Action Plan for Improvement	20
<b>Appendix 1: Implementation Timeline</b>	<b>29</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>30</b>
Professional Development Opportunities	30
Technical Assistance Items	31
<b>Appendix 3: Budget to Support Goals</b>	<b>31</b>

## 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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

### DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- **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.

### 2017-18 DA Category and Statuses for Westside Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - <a href="#">Cassandra Brusca</a>	- N/A

## I. Part I: Current School Status

### A. Supportive Environment

#### 1. School Mission and Vision

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

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

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

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

#### 2. School Environment

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

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

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

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

**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.**

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

The card system allows for teachers to quickly address the misbehavior of a student with very little disruption to the rest of the class.

Also, copies of the Student Handbook and Discipline Plan are given to all parents and students at the beginning of the school year. Parents are asked to review the Handbook and Discipline Plan with their children. These copies contain a page that must be signed by the parent and returned to the teacher.

**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.**

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

### **3. Early Warning Systems**

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

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

**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	1	0	2	8	3	4	0	0	0	0	0	0	0	18
One or more suspensions	0	2	2	3	2	2	0	0	0	0	0	0	0	11
Course failure in ELA or Math	0	11	2	9	15	6	0	0	0	0	0	0	0	43
Level 1 on statewide assessment	0	0	0	4	10	14	0	0	0	0	0	0	0	28
	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	2	2	6	2	1	0	0	0	0	0	0	0	13

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

Westside Elementary school utilizes many intervention strategies to improve the academic performance of students identified by the early warning system. WES realizes that students can not receive the necessary instruction if they are not in attendance. For this reason, WES works hard to limit the number of out of school suspensions a student receives. Many times a student may receive in school suspension or detention. This way a student can still continue to do assigned work and receive instruction even though he/she is not in the classroom setting. Also, WES works closely with parents of students who are having issues with attendance. Parents are taken through the truancy procedures that are mandated by the school board. When these students are in attendance they received extra help and intervention in the classroom. This may come in the form of a paraprofessional who has been assigned to the student's classroom or a tutor paid by Title I or internal funds. These interventions can be provided in small group settings or one-to-one, whichever the teacher deems most beneficial for the student. Also, some of the students identified through the EWS may receive counseling through Meridian or the CARES program. Identified kindergarten students may also be involved in the Reading Pals program. Identified students also use internet programs such as Reading Eggs, Reading Eggspress, Math Seeds, Study Island, and Renaissance Place, paid for by Title I and Title VI funds to help boost their Academic Performance.

## B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

**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.**

**a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?**

Yes

**1. PFEP 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/468737>.

**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.**

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

**C. Effective Leadership**

**1. School Leadership Team**

**a. Membership**

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

Name	Title
Dotson, Dennis	Principal
Camp, Janice	Assistant Principal
Bullard, Amanda	Instructional Coach
Higgs, Cherisse	School Counselor
Creech, Roxanne	Instructional Media
Barnes, April	Administrative Support

**b. Duties**

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

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

Team Members/ Function

Dennis Dotson Classroom observations, Fidelity of Plans

Janice Camp Classroom observations, Fidelity of Plans

Cherisse Higgs RTI/MTSS Coordinator

Amanda Bullard Assessments and Data Collection

April Noll Curriculum, Parent Involvement, Volunteer, Title I

Roxanne Creech Media Specialist, Technology Coordinator

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

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

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

- Oversee the multi-layered model of service delivery (Core, Tier 2/Supplemental, and Tier 3/Intensive)
- Based on student data, recommend, coordinate, and implement supplemental services (Tiers 2 and 3) that match students' non-mastery of skills through:
  - ? Tutoring during the school day in small group pull outs in reading, math, science, and writing.
  - ? Determine scheduling needs, curriculum materials and intervention resources based on identified needs derived from data analysis.
  - ? Determine school wide professional development needs of faculty and staff and arrange trainings aligned with the SIP goals.
  - ? Review and interpret student data (academic, behavior, and attendance) at school and grade levels.
  - ? Organize and support systematic data collection as needed.
  - ? Strengthen the core curriculum instruction through supportive coaching, management of resources, and providing professional development in research based instructional strategies.

#### Title I, Part A

We receive funding that is allocated for the faculty and staff salaries, tutors, teacher in-service, educational materials and supplies, Professional Development and Parent Involvement activities which provide additional academic help in the classrooms.

#### Title I, Part C- Migrant

The Title I, Part C- Migrant Education Program (MEP) will closely monitor migrant student progress at each school site by meeting on a regular basis with students, teachers, guidance personnel and other appropriate staff. The MEP will implement supplementary literacy and mathematics tutorials that address the unique needs of migrant students. The MEP will also provide a family advocate to serve as the liaison between the student's family and school.

#### Title II

Professional development in accordance with the District plan.

#### Title V

Software that supports standards instruction, PD for collaborative learning through data analysis, VPK supplemental instructional materials and programs

#### Title X- Homeless

The district receives funds to provide resources (social workers and tutoring) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education.

#### Violence Prevention Programs

Per state statute, the district has adopted and now implements a district-wide bullying policy. The Too Good for Drugs and Too Good for Violence programs are used in Kindergarten through Fifth Grade. School Resource Officers are on-call for all Elementary schools. The school has a Crisis Prevention Team in place. A counselor from Meridian frequently meets with students who need counseling. Several teachers are CPI certified to handle crisis situations.

### Nutrition Programs

Free breakfast and lunch is provided for all students by the School Breakfast Program and the National School Lunch Program. Physical Education teaches a Nutritional Unit to Kindergarten through Fifth Grade students. The University of Florida Nutrition Education Program visits and provides valuable information and activities for the First through Fifth grade students.

### Head Start

Information is received regarding new Kindergarten students from the local Head Start Program if available. Pre-K Handicapped is provided for students with disabilities. Voluntary Pre-K is provided for 4-year-olds in one VPK classroom.

## 2. School Advisory Council (SAC)

### a. Membership

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

Name	Stakeholder Group
Amanda Bullard	Teacher
Janine Flegert	Parent
Randy Higgs	Parent
Michele Parish	Education Support Employee
Dennille Decker	Parent
Lisa Hutcherson	Business/Community
Mark Miller	Parent
LaStephanie Foster	Parent
Mike Parlatti	Parent
Ruelle Parlatti	Parent
Lesia Wallace	Education Support Employee
Dasaisha Murphy	Teacher

### b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

##### *a. Evaluation of last year's school improvement plan*

Last year's plan was evaluated by the SAC during the first meeting (September 26, 2017) of the school year, also the current plan is set to be approved on this date as well. Data that supported the plan's goals will be presented to the committee for evaluation and reflection.

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

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

committee meets five times throughout the school year. During this time, they may still make suggestions and/or revisions to the plan.

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

Our budget for 2017-2018 is \$3946.00. Our current plans are to use some of the funds to buy extra chrome books for some of our classes who are not one to one to help in the implementation of the iReady program. We also will use some of the funds to purchase books for our Kindergarten Round-Up, to help fund our Einstein Club (math related) and to pay the entry fee for the county spelling bee.

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

Last year, we did not receive any new monies for SAC. Our roll over from the 2015-2016 school year was \$563.00. The following money was spent...

\$127.00 Spelling Bee Fee  
\$27.63 Einstein Club Activities  
\$100.00 Kindergarten Round Up

**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.*

**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
	Principal
Camp, Janice	Assistant Principal
Bullard, Amanda	Instructional Coach
Creech, Roxanne	Instructional Media
Barnes, April	Administrative Support

**b. Duties**

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

This year, the LLT will focus on strategies that will assist our teachers in implementing the new Florida Standards successfully as well as keep them abreast of the changing face of education in the state of FL and Columbia County. The LLT will also offer and facilitate professional learning communities that will provide teachers with the time needed to fully analyze data and plan for rigorous and relevant classroom instruction with differentiation in all subject areas.

**D. Public and Collaborative Teaching**

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

Westside Elementary has always prided itself in working diligently to promote positive working relationships between teachers. This year will be no different as we offer faculty and staff opportunities not only to be congenial, but more importantly collegial. Through weekly team planning sessions during common planning time and summer planning days, grade level teams work together to plan for rigorous instruction, discuss data, and share ideas that work. As a whole faculty, WES teachers come together as needed for large group professional development that is relevant for all. During these times, teachers have the chance to articulate across grade levels to ensure that appropriate instruction is taking place and to share ideas and expectations. On professional development days, para-professionals are trained to use intervention programs that they may need to work with struggling students. Also this year, WES hopes to once again partner with FDLRS representative, Ashley Lundy, to continue working toward positive changes for our inclusion and self-contained students. This requires ESE teachers and teachers in the regular classroom to plan together, work together, collaborate, and co-teach.

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

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

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

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

Westside Elementary provides mentors for beginning teachers and teachers who are new to our school.

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

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

This year WES Leadership will meet with beginning teachers and teachers new to our school to provide needed professional development.

## 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.**

Westside Elementary ensures that its core instructional programs and materials are aligned to the Florida Standards by adopting curriculum that is on the state adopted list. Teachers continue to

participate in professional development on Florida Standards and test specifications and will use this knowledge to ensure that curriculum aligns with standards.

### 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.**

Westside Elementary school prides itself on making certain that the needs of all students are met through differentiated instruction. Teachers use data (FSA, Performance Matters Baseline Data, iReady Reading, iReady Math) at the beginning of the year to begin forming groups for differentiation. As the year progresses, teachers monitor all students through formative assessments and informal mini assessments. From this data, teachers can move students into flexible learning groups for modified or supplemental instruction. Supplemental instruction (intervention) is provided through paraprofessionals in the classroom, as well as tutors hired with Title I funds as well as internal funds.

**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:** After School Program

**Minutes added to school year:**

Learning Community for Strategies for Students with Disabilities (Inclusion Planning Workgroup)

**Strategy Rationale**

LRE means that, to the maximum extent appropriate, school districts must educate students with disabilities in the regular classroom with appropriate aids and supports, referred to as "supplementary aids and services," along with their nondisabled peers in the school they would attend if not disabled, unless a student's IEP requires some other arrangement.

**Strategy Purpose(s)**

- Teacher collaboration, planning and professional development

**Person(s) responsible for monitoring implementation of the strategy**

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

DATA from progress monitoring assessments throughout the school year will be used to monitor the effectiveness of the strategy. Of course, the final determination of effectiveness will be analyzed through FSA ELA and Math score data at the end of the 2016-2017 school year.

## 2. Student Transition and Readiness

### a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

Each year Westside Elementary hosts Kindergarten Round Up. This event occurs each spring and gives parents and upcoming kindergarten students the opportunity to visit the school and kindergarten teachers. In the fall, when school begins, the first three days of school are only half days for kindergarten students helping to make the transition to whole days easier. During the first 30 days of school kindergarten teachers administer FLKRS. This screening is used to provide parents with useful information about a child's readiness for Kindergarten. It is also used to calculate a readiness rate for private and public school providers of the VPK Education Program. Also, each year WES hosts STEP UP night. This night gives students and parents the opportunity learn about the requirements and expectations of next year's grade level. Teachers are available to answer questions about the next school year. Outgoing 5th graders are provided with the opportunity to attend a session with local middle school guidance counselors to help with the transition from elementary to middle school.

#### 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.**
- 2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs.**
- 3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement.**
- 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.**

## II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

#### 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.

Even though our lowest quartile students showed improvement in learning gains on the FSA in reading and math over the previous year, we feel a need to continue focusing on these students.

## **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

 = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If Westside Elementary School will provide consistent high quality, rigorous standards based instruction and intervention to students in the lowest quartile, which addresses the Florida Standards with differentiation then student achievement and student learning gains will increase in the areas of ELA and Mathematics.

## 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.** If Westside Elementary School will provide consistent high quality, rigorous standards based instruction and intervention to students in the lowest quartile, which addresses the Florida Standards with differentiation then student achievement and student learning gains will increase in the areas of ELA and Mathematics. 1a

 G096405

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics Achievement	80.0
FSA ELA Achievement	70.0
ELA/Reading Lowest 25% Gains	60.0
Math Lowest 25% Gains	65.0

**Targeted Barriers to Achieving the Goal** 3

- Lack of consistent progress monitoring of lowest quartile students.

**Resources Available to Help Reduce or Eliminate the Barriers** 2

- Highly Qualified Teachers
- Effective and Highly Effective Teachers
- ESE Teachers
- Experienced Paraprofessionals to provide intervention
- Journeys Reading Curriculum
- Differentiated Instruction in Small Group Settings
- Reading Intervention Programs
- SUMS
- Go Math Common Core Curriculum
- Updated technology in all classrooms.
- Discovery Education Science Curriculum K-5
- Top Score Writing
- iReady Reading
- iReady Math
- Top Score Writing

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

Data from 2017-2018 FSA testing

**Person Responsible**

Amanda Bullard

**Schedule**

Annually, from 5/28/2018 to 6/15/2018

***Evidence of Completion***

Data from 2017-2018 FSA Testing

## 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.** If Westside Elementary School will provide consistent high quality, rigorous standards based instruction and intervention to students in the lowest quartile, which addresses the Florida Standards with differentiation then student achievement and student learning gains will increase in the areas of ELA and Mathematics. 1

 G096405

**G1.B1** Lack of consistent progress monitoring of lowest quartile students. 2

 B259409

**G1.B1.S1** Adopt a Lowest Quartile Student 4

 S274759

### Strategy Rationale

If Westside Elementary can identify and consistently progress monitor the lowest quartile students then we can provide strategic instruction and intervention to meet their learning needs.

**Action Step 1** 5

Identify and record lowest quartile students in grades 3-5 using 2016-2017 FSA data and iReady diagnostic data.

#### **Person Responsible**

Dennis Dotson

#### **Schedule**

On 9/1/2018

#### **Evidence of Completion**

List of students identified as being in the lowest quartile.

**Action Step 2** 5

Assign LQ students to members of the leadership team.

#### **Person Responsible**

Dennis Dotson

#### **Schedule**

On 9/30/2018

#### **Evidence of Completion**

Lists provided to leadership team members.

### Action Step 3 5

Members of the leadership team will "Adopt a LQ Student". These are the students that were assigned to them.

#### **Person Responsible**

Dennis Dotson

#### **Schedule**

On 9/29/2017

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

Lists provided to leadership team members.

### Action Step 4 5

Leadership team members will monitor their assigned students weekly throughout the school year. Making a positive contact with them each week, monitoring their grades on FOCUS, and communicating with the classroom teacher.

#### **Person Responsible**

Dennis Dotson

#### **Schedule**

Monthly, from 9/25/2017 to 5/31/2018

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

Weekly log of contacts made with LQ students and teachers.

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

LQ student discussions during leadership meetings.

#### **Person Responsible**

Dennis Dotson

#### **Schedule**

Monthly, from 9/25/2017 to 5/31/2018

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

Logs of LQ student contact.

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

2017-2018 FSA Scores of Lowest Quartile Students indication growth.

**Person Responsible**

Dennis Dotson

**Schedule**

On 6/30/2018

***Evidence of Completion***

FSA ELA an Math scores.

**G1.B1.S2** Provide differentiated instruction through the iReady program. 4

 S274760

**Strategy Rationale**

If Westside Elementary can provide the lowest quartile students with differentiated instruction through iReady then we can meet their learning needs.

**Action Step 1** 5

Assess all students with iReady diagnostic tests in Reading and Math.

**Person Responsible**

Amanda Bullard

**Schedule**

Triannually, from 8/14/2017 to 5/25/2018

**Evidence of Completion**

Score Reports from iReady

**Action Step 2** 5

Use the iReady online instruction in reading and math at least 45 minutes a week for each subject.

**Person Responsible**

Dennis Dotson

**Schedule**

Weekly, from 9/25/2017 to 6/1/2018

**Evidence of Completion**

iReady class and student usage reports.

### Action Step 3 5

Use reports from iReady to identify instructional groups and lessons from iReady to provide differentiated instruction to these groups.

**Person Responsible**

Janice Camp

**Schedule**

Daily, from 9/25/2017 to 6/1/2018

***Evidence of Completion***

Lesson plans.

### Action Step 4 5

Continuing professional development with iReady Trainers throughout the school year.

**Person Responsible**

Amanda Bullard

**Schedule**

On 5/31/2018

***Evidence of Completion***

Sign In Sheets

### Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Teacher Attendance at Trainings

**Person Responsible**

Dennis Dotson

**Schedule**

Weekly, from 9/18/2017 to 6/1/2018

***Evidence of Completion***

Sign In Sheets and Agendas

**Plan to Monitor Effectiveness of Implementation of G1.B1.S2** 7

iReady Diagnostic testing throughout the year.

**Person Responsible**

Amanda Bullard

**Schedule**

Triannually, from 12/1/2017 to 6/1/2018

***Evidence of Completion***

Score reports from iReady

**G1.B1.S3** Offer professional development targeting Differentiating Instruction to teachers, especially beginning and new teachers. 4

 S274761

### **Strategy Rationale**

If Westside Elementary can provide new teachers with professional development targeting differentiating instruction then we can meet the learning needs of our LQ students.

### **Action Step 1** 5

Contact FDLRS about providing this professional development.

#### **Person Responsible**

Amanda Bullard

#### **Schedule**

On 9/29/2017

#### **Evidence of Completion**

Copies of Email

### **Action Step 2** 5

Schedule Professional Development with FDLRS

#### **Person Responsible**

Amanda Bullard

#### **Schedule**

On 9/29/2017

#### **Evidence of Completion**

Emails

## Action Step 3 5

### Professional Development in Differentiating Instruction

#### **Person Responsible**

Amanda Bullard

#### **Schedule**

On 5/31/2018

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

Sign In Sheets and Agendas

## Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Communication between instructional coach, FDLRS, and principal to ensure scheduling of professional development.

#### **Person Responsible**

Dennis Dotson

#### **Schedule**

Monthly, from 9/25/2017 to 5/31/2018

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

Sign In Sheets and Agendas, Copies of Emails

## Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Classroom observation and walk-throughs as well as documentation in teacher lesson plans of differentiation.

#### **Person Responsible**

Janice Camp

#### **Schedule**

Weekly, from 10/23/2017 to 6/1/2018

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

Lesson Plans and Classroom Walk-through forms.

#### IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
<b>2018</b>					
G1.B1.S1.A3 A368868	Members of the leadership team will "Adopt a LQ Student". These are the students that were....	Dotson, Dennis	9/19/2017	Lists provided to leadership team members.	9/29/2017 one-time
G1.B1.S3.A1 A368874	Contact FDLRS about providing this professional development.	Bullard, Amanda	9/25/2017	Copies of Email	9/29/2017 one-time
G1.B1.S3.A2 A368875	Schedule Professional Development with FDLRS	Bullard, Amanda	9/25/2017	Emails	9/29/2017 one-time
G1.B1.S2.A1 A368870	Assess all students with iReady diagnostic tests in Reading and Math.	Bullard, Amanda	8/14/2017	Score Reports from iReady	5/25/2018 triannually
G1.B1.S1.MA1 M396655	LQ student discussions during leadership meetings.	Dotson, Dennis	9/25/2017	Logs of LQ student contact.	5/31/2018 monthly
G1.B1.S1.A4 A368869	Leadership team members will monitor their assigned students weekly throughout the school year....	Dotson, Dennis	9/25/2017	Weekly log of contacts made with LQ students and teachers.	5/31/2018 monthly
G1.B1.S2.A4 A368873	Continuing professional development with iReady Trainers throughout the school year.	Bullard, Amanda	9/18/2017	Sign In Sheets	5/31/2018 one-time
G1.B1.S3.MA1 M396659	Communication between instructional coach, FDLRS, and principal to ensure scheduling of...	Dotson, Dennis	9/25/2017	Sign In Sheets and Agendas, Copies of Emails	5/31/2018 monthly
G1.B1.S3.A3 A368876	Professional Development in Differentiating Instruction	Bullard, Amanda	10/2/2017	Sign In Sheets and Agendas	5/31/2018 one-time
G1.B1.S2.MA1 M396656	iReady Diagnostic testing throughout the year.	Bullard, Amanda	12/1/2017	Score reports from iReady	6/1/2018 triannually
G1.B1.S2.MA1 M396657	Teacher Attendance at Trainings	Dotson, Dennis	9/18/2017	Sign In Sheets and Agendas	6/1/2018 weekly
G1.B1.S2.A2 A368871	Use the iReady online instruction in reading and math at least 45 minutes a week for each subject.	Dotson, Dennis	9/25/2017	iReady class and student usage reports.	6/1/2018 weekly
G1.B1.S2.A3 A368872	Use reports from iReady to identify instructional groups and lessons from iReady to provide...	Camp, Janice	9/25/2017	Lesson plans.	6/1/2018 daily
G1.B1.S3.MA1 M396658	Classroom observation and walk-throughs as well as documentation in teacher lesson plans of...	Camp, Janice	10/23/2017	Lesson Plans and Classroom Walk-through forms.	6/1/2018 weekly
G1.MA1 M396660	Data from 2017-2018 FSA testing	Bullard, Amanda	5/28/2018	Data from 2017-2018 FSA Testing	6/15/2018 annually
G1.B1.S1.MA1 M396654	2017-2018 FSA Scores of Lowest Quartile Students indication growth.	Dotson, Dennis	6/1/2018	FSA ELA an Math scores.	6/30/2018 one-time
G1.B1.S1.A1 A368866	Identify and record lowest quartile students in grades 3-5 using 2016-2017 FSA data and iReady...	Dotson, Dennis	8/22/2017	List of students identified as being in the lowest quartile.	9/1/2018 one-time
G1.B1.S1.A2 A368867	Assign LQ students to members of the leadership team.	Dotson, Dennis	9/19/2017	Lists provided to leadership team members.	9/30/2018 one-time

## V. Professional Development Opportunities

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

**G1.** If Westside Elementary School will provide consistent high quality, rigorous standards based instruction and intervention to students in the lowest quartile, which addresses the Florida Standards with differentiation then student achievement and student learning gains will increase in the areas of ELA and Mathematics.

**G1.B1** Lack of consistent progress monitoring of lowest quartile students.

**G1.B1.S2** Provide differentiated instruction through the iReady program.

### **PD Opportunity 1**

Continuing professional development with iReady Trainers throughout the school year.

#### **Facilitator**

iREADY Consultants

#### **Participants**

All Classroom Teachers and ESE Support Staff

#### **Schedule**

On 5/31/2018

**G1.B1.S3** Offer professional development targeting Differentiating Instruction to teachers, especially beginning and new teachers.

### **PD Opportunity 1**

Professional Development in Differentiating Instruction

#### **Facilitator**

FDLRS/Ashley Lundy/Carol Milton

#### **Participants**

Beginning/New Teachers and other teachers who would like to participate.

#### **Schedule**

On 5/31/2018

## VI. Technical Assistance Items

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

## VII. Budget

1	G1.B1.S1.A1	Identify and record lowest quartile students in grades 3-5 using 2016-2017 FSA data and iReady diagnostic data.				\$0.00
2	G1.B1.S1.A2	Assign LQ students to members of the leadership team.				\$0.00
3	G1.B1.S1.A3	Members of the leadership team will "Adopt a LQ Student". These are the students that were assigned to them.				\$0.00
4	G1.B1.S1.A4	Leadership team members will monitor their assigned students weekly throughout the school year. Making a positive contact with them each week, monitoring their grades on FOCUS, and communicating with the classroom teacher.				\$0.00
5	G1.B1.S2.A1	Assess all students with iReady diagnostic tests in Reading and Math.				\$0.00
6	G1.B1.S2.A2	Use the iReady online instruction in reading and math at least 45 minutes a week for each subject.				\$2,000.00
Function	Object	Budget Focus	Funding Source	FTE	2017-18	
		0271 - Westside Elementary School	School Improvement Funds			\$2,000.00
<i>Notes: ChromeBooks</i>						
7	G1.B1.S2.A3	Use reports from iReady to identify instructional groups and lessons from iReady to provide differentiated instruction to these groups.				\$0.00
8	G1.B1.S2.A4	Continuing professional development with iReady Trainers throughout the school year.				\$0.00
9	G1.B1.S3.A1	Contact FDLRS about providing this professional development.				\$0.00
10	G1.B1.S3.A2	Schedule Professional Development with FDLRS				\$0.00
11	G1.B1.S3.A3	Professional Development in Differentiating Instruction				\$0.00
<b>Total:</b>						<b>\$2,000.00</b>