

The School District of Desoto

West Elementary School



2018-19 Schoolwide Improvement Plan

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West Elementary School

304 W IMOGENE ST, Arcadia, FL 34266

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

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 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	50%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	C	D	C	D*

School Board Approval

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

SIP Authority

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>.

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. 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: School Information

School Mission and Vision

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.

Provide the school's vision statement.

Approaching all challenges with our best efforts.

School Leadership Team

Membership

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

Name	Title
Cothorn, Rebecca	Principal
Turner, Amy	Other
Hodges, Elizabeth	Assistant Principal
	Attendance/Social Work

Duties

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

The members of the leadership team serve as instructional leaders, engage all stakeholders and collaborate in the school's decision making process.

Early Warning Systems

Year 2017-18

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	12	18	14	12	11	0	0	0	0	0	0	0	67
One or more suspensions	0	0	1	2	1	0	0	0	0	0	0	0	0	4
Course failure in ELA or Math	0	15	11	31	26	18	0	0	0	0	0	0	0	101
Level 1 on statewide assessment	0	0	0	32	38	42	0	0	0	0	0	0	0	112

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	16	14	35	28	24	0	0	0	0	0	0	0	117

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	8	12	14	38	26	0	0	0	0	0	0	0	0	98
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Tuesday 8/14/2018

Year 2016-17 - As Reported

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	
One or more suspensions	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	
Level 1 on statewide assessment	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	

Year 2016-17 - Updated

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	
One or more suspensions	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	
Level 1 on statewide assessment	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	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The lowest performing school wide data component is in the area of ELA proficiency at grades 3, 4 and 5.
One trend in the data is the ESOL population scores are significantly lower in achievement and learning gains in both mathematics and ELA.

Which data component showed the greatest decline from prior year?

The data component showing the greatest decline from the prior year is proficiency of third grade mathematics. Our ESOL population continues to show a decline in proficiency and growth in mathematics.

Which data component had the biggest gap when compared to the state average?

The data component that shows the biggest gap compared to the state average is fifth grade mathematics proficiency at 23% below state average, followed by third grade ELA proficiency at 19% below state average.

Which data component showed the most improvement? Is this a trend?

The lowest quartile in ELA increased by 24% in learning gains from last year to this year. This was the first year that this significant increase was shown, so no, this is not a trend.

Describe the actions or changes that led to the improvement in this area.

Last year the district initiated a scheduled intervention block with additional personnel "pushing in" during this time to support student learning. Data was used to cluster students to focus on areas of academic need. We will continue with this practice for the 18/19 school year.

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	42%	34%	56%	41%	35%	52%
ELA Learning Gains	50%	48%	55%	46%	40%	52%
ELA Lowest 25th Percentile	54%	49%	48%	39%	38%	46%
Math Achievement	46%	41%	62%	44%	41%	58%
Math Learning Gains	44%	49%	59%	45%	48%	58%
Math Lowest 25th Percentile	44%	45%	47%	37%	37%	46%

School Grade Component	2018			2017		
	School	District	State	School	District	State
Science Achievement	36%	33%	55%	33%	32%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	0 (0)	12 (0)	18 (0)	14 (0)	12 (0)	11 (0)	67 (0)
One or more suspensions	0 (0)	0 (0)	1 (0)	2 (0)	1 (0)	0 (0)	4 (0)
Course failure in ELA or Math	0 (0)	15 (0)	11 (0)	31 (0)	26 (0)	18 (0)	101 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	32 (0)	38 (0)	42 (0)	112 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	38%	29%	9%	57%	-19%
	2017	36%	31%	5%	58%	-22%
Same Grade Comparison		2%				
Cohort Comparison						
04	2018	44%	39%	5%	56%	-12%
	2017	36%	36%	0%	56%	-20%
Same Grade Comparison		8%				
Cohort Comparison		8%				
05	2018	39%	33%	6%	55%	-16%
	2017	29%	26%	3%	53%	-24%
Same Grade Comparison		10%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	45%	32%	13%	62%	-17%
	2017	50%	37%	13%	62%	-12%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2018	49%	51%	-2%	62%	-13%
	2017	45%	54%	-9%	64%	-19%
Same Grade Comparison		4%				
Cohort Comparison		-1%				
05	2018	38%	41%	-3%	61%	-23%
	2017	28%	35%	-7%	57%	-29%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		10%				
Cohort Comparison		-7%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	35%	32%	3%	55%	-20%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	27	32	46	36	41	47	22				
ELL	30	55	42	32	24						
BLK	40	53		31	45	55	18				
HSP	33	52	54	42	40	39	27				
MUL	42			50							
WHT	49	46	53	51	47	42	45				
FRL	34	46	54	41	42	45	30				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	18	22	18	27	33	25	9				
ELL	14	21	31	38	37	50					
BLK	38	35		35	35						
HSP	27	26	27	36	30	44	19				
WHT	38	35	31	49	36	31	24				
FRL	27	28	28	34	30	26	14				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	ELA proficiency
Rationale	West elementary school is performing below the state average in ELA achievement and average learning gains.
Intended Outcome	WES intends to increase the percentage of students meeting proficiency in ELA achievement from 42% to 45% by the end of the 2018-19 school year. WES intends to increase the percentage of students making learning gains in ELA from 50% to 55% by the end of the 2018-19 school year.
Point Person	Elizabeth Hodges (elizabeth.hodges@desotoschools.com)

Action Step

Description	<ul style="list-style-type: none">- strategic scheduling of staff- intervention hour with push-in support- more rigorous curriculum- more frequent progress monitoring- Teachers will develop student, classroom, and school-wide goals and a plan to monitor student progress and celebrate success throughout the year- the master schedule contains a common planning time for each grade level team- administration will attend grade level meetings to share strategies for increasing rigor- administration will monitor the rigor of learning activities through informal walk-thrus- develop teacher capacity to meet the needs of ESOL and ESE students within individual classrooms by equipping them with strategies
Person Responsible	Elizabeth Hodges (elizabeth.hodges@desotoschools.com)

Plan to Monitor Effectiveness

Description	The STAR ELA assessment will be given quarterly and as needed for individual students. These assessments will be used throughout the year to ensure that students are demonstrating growth towards their individual target scale score. District benchmark assessments and district adopted curriculum assessments will be given throughout the year and the data disaggregated. Teachers will participate in monthly grade level meetings to discuss data and students areas of academic needs
Person Responsible	Rebecca Cothorn (rebecca.cothorn@desotoschools.com)

Activity #2

Title Mathematics proficiency

Rationale West elementary school is performing below the state average in mathematics proficiency and average learning gains.

Intended Outcome WES intends to increase the percentage of students meeting proficiency in mathematics from 46% to 50% by the end of the 2018-19 school year.
WES intends to increase the percentage of students making learning gains in mathematics from 44% to 50% by the end of the 2018-19 school year.

Point Person Rebecca Cothern (rebecca.cothern@desotoschools.com)

Action Step

Description

- strategic scheduling of staff
- more rigorous curriculum
- progress monitoring using the STAR math assessment
- Teachers will develop student, classroom, and school-wide goals and a plan to monitor student progress and celebrate success throughout the year
- the master schedule contains a common planning time for each grade level team
- administration will attend grade level meetings to share strategies for increasing rigor
- administration will monitor the rigor of learning activities through informal walk-thrus
- develop teacher capacity to meet the needs of ESOL and ESE students within individual classrooms by equipping them with strategies

Person Responsible Rebecca Cothern (rebecca.cothern@desotoschools.com)

Plan to Monitor Effectiveness

Description The STAR mathematics assessment will be given quarterly.
District benchmark assessments will be given and the data disaggregated at team meetings.
District adopted curriculum assessments will be given and data disaggregated at team meetings.

Person Responsible Rebecca Cothern (rebecca.cothern@desotoschools.com)

Activity #3

Title	Lowest Quartile
Rationale	West elementary school is performing 3% below the state average for our lowest quartile in mathematics learning gains. WES is performing 2% above the state average for our lowest quartile in ELA achievement and growth.
Intended Outcome	WES intends to increase the mathematics learning gains in our lowest quartile from 44% making gains to 47% making gains and continue to increase learning gains and achievement of our lowest quartile in ELA.
Point Person	Rebecca Cothern (rebecca.cothern@desotoschools.com)

Action Step

Description	<ul style="list-style-type: none">- strategic scheduling of staff- more rigorous curriculum- progress monitoring using the STAR math assessment- Teachers will develop student, classroom, and school-wide goals and a plan to monitor student progress and celebrate success throughout the year- the master schedule contains a common planning time for each grade level team- administration will attend grade level meetings to share strategies for increasing rigor- administration will monitor the rigor of learning activities through informal walk-thrus- develop teacher capacity to meet the needs of ESOL and ESE students within individual classrooms by equipping them with strategies
Person Responsible	Amy Turner (amy.turner@desotoschools.com)

Plan to Monitor Effectiveness

Description	<p>The STAR assessment will be given quarterly. District benchmark assessments will be given and the data disaggregated at team meetings. MTSS meetings Staffing meetings for both ESOL and ESE students Closely monitoring our ESE students and adjusting as needed for their success</p>
Person Responsible	Elizabeth Hodges (elizabeth.hodges@desotoschools.com)

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Research says that parent involvement has been found to have a positive effect on student achievement.

West has implemented several initiatives that encourage parent involvement: Leader in Me parent nights, an updated school website, and a Facebook page. SAC/Boosters will continue to meet once a month. West has also held several family nights, including a math night to encourage parents to be involved with the school.

PFEF Link

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

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 also show leadership skills every morning delivering morning announcements over the PA system, running the academic assemblies, and hosting their own student led conferences.

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

Our school nurse works full time to provide students health services, including taking groups of students to the dental clinic once a week.

We have implemented a Student and Parent Lighthouse Team as a part of our Leader in Me program. Our ESE staffing specialist provides and/or refers needed services for all ESE students. This includes, but is not limited to, speech therapy, occupational therapy, and language therapy.

Action teams have been implemented and a student lighthouse team has been created to ensure student opinions are heard and valued.

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

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

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 quarterly to discuss progress and set goals. School-wide data is reviewed for effectiveness of instruction and curriculum resources and programs. Throughout the school year the MTSS Coordinator 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.

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

Part V: Budget	
Total:	\$26,161.00