

Duval County Public Schools

Westview K 8



2020-21 Schoolwide Improvement Plan

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Westview K 8

5270 CONNIE JEAN RD, Jacksonville, FL 32210

<http://www.duvalschools.org/westview>

Demographics

Principal: Katharine Fulginiti

Start Date for this Principal: 6/1/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: D (38%) 2017-18: C (43%) 2016-17: C (44%) 2015-16: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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Westview K 8

5270 CONNIE JEAN RD, Jacksonville, FL 32210

<http://www.duvalschools.org/westview>

School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	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	80%

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	D	D	C	C

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The mission of Westview K-8 is to develop life-long learners using the best teaching practices and involving all stakeholders in creating an environmentally conscious community promoting green practices.

Provide the school's vision statement.

The vision of Westview K-8 is to create an environmentally responsible and diverse learning community in which all stakeholders effectively collaborate to enhance student achievement and create life-long learners.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Barnes, Vicki	Assistant Principal	Assistant Principal of Students Services, Culture & Climate, Title 1 , and Math Leader
Prendergast, Mark	Assistant Principal	Assistant Principal of Curriculum, Low Incidence Programs, PLA, PI, Math Leader
Taylor, Holly	Instructional Coach	Instructional coach for elementary math.
Jones, Jacqueline	Principal	
Kearney, Nana	Instructional Coach	Literacy Coach
Byers, Bridgette	Instructional Coach	Literacy Coach
Wright, Elton	Dean	
Tinsley, Nakeisha	Dean	

Demographic Information

Principal start date

Monday 6/1/2020, Katharine Fulginiti

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Total number of teacher positions allocated to the school

0

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A

Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	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	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

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

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 6/30/2020

Prior Year - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	29	119	104	134	75	162	0	0	0	0	623

The number of students with two or more early warning indicators:

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

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		0	0	0	0	1	0	0	0	0	0	0	0	1
Students retained two or more times		0	0	0	0	0	0	0	0	0	0	0	0	

Prior Year - 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	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	29	119	104	134	75	162	0	0	0	0	623

The number of students with two or more early warning indicators:

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

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		0	0	0	0	1	0	0	0	0	0	0	0	1
Students retained two or more times		0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	30%	54%	61%	35%	50%	57%
ELA Learning Gains	41%	56%	59%	45%	54%	57%
ELA Lowest 25th Percentile	32%	53%	54%	41%	47%	51%
Math Achievement	33%	57%	62%	40%	52%	58%
Math Learning Gains	46%	57%	59%	41%	52%	56%
Math Lowest 25th Percentile	41%	52%	52%	33%	46%	50%
Science Achievement	25%	50%	56%	38%	47%	53%
Social Studies Achievement	51%	76%	78%	61%	76%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	(0)	0 (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	2019	31%	51%	-20%	58%	-27%
	2018	32%	50%	-18%	57%	-25%
Same Grade Comparison		-1%				
Cohort Comparison						
04	2019	30%	52%	-22%	58%	-28%
	2018	36%	49%	-13%	56%	-20%
Same Grade Comparison		-6%				
Cohort Comparison		-2%				
05	2019	25%	50%	-25%	56%	-31%
	2018	33%	51%	-18%	55%	-22%
Same Grade Comparison		-8%				
Cohort Comparison		-11%				
06	2019	36%	47%	-11%	54%	-18%
	2018	24%	44%	-20%	52%	-28%
Same Grade Comparison		12%				
Cohort Comparison		3%				
07	2019	21%	44%	-23%	52%	-31%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	25%	41%	-16%	51%	-26%
Same Grade Comparison		-4%				
Cohort Comparison		-3%				
08	2019	31%	49%	-18%	56%	-25%
	2018	30%	51%	-21%	58%	-28%
Same Grade Comparison		1%				
Cohort Comparison		6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	44%	61%	-17%	62%	-18%
	2018	48%	59%	-11%	62%	-14%
Same Grade Comparison		-4%				
Cohort Comparison						
04	2019	42%	64%	-22%	64%	-22%
	2018	38%	60%	-22%	62%	-24%
Same Grade Comparison		4%				
Cohort Comparison		-6%				
05	2019	30%	57%	-27%	60%	-30%
	2018	29%	61%	-32%	61%	-32%
Same Grade Comparison		1%				
Cohort Comparison		-8%				
06	2019	24%	51%	-27%	55%	-31%
	2018	16%	42%	-26%	52%	-36%
Same Grade Comparison		8%				
Cohort Comparison		-5%				
07	2019	27%	47%	-20%	54%	-27%
	2018	37%	50%	-13%	54%	-17%
Same Grade Comparison		-10%				
Cohort Comparison		11%				
08	2019	12%	32%	-20%	46%	-34%
	2018	17%	31%	-14%	45%	-28%
Same Grade Comparison		-5%				
Cohort Comparison		-25%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	23%	49%	-26%	53%	-30%
	2018	38%	56%	-18%	55%	-17%
Same Grade Comparison		-15%				
Cohort Comparison						
08	2019	26%	40%	-14%	48%	-22%
	2018	34%	44%	-10%	50%	-16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		-8%				
Cohort Comparison		-12%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	49%	69%	-20%	71%	-22%
2018	91%	84%	7%	71%	20%
Compare		-42%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	53%	57%	-4%	61%	-8%
2018	74%	61%	13%	62%	12%
Compare		-21%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	17	35	32	20	43	44	13	29			
ELL	16	34	22	27	48	46	20				
BLK	25	37	33	28	43	38	22	40	39		
HSP	29	41	24	30	42	44	21	53			

2019 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 2017-18	C & C Accel 2017-18
MUL	47	41		44	46		42	73			
WHT	39	49	40	40	54	50	29	71	31		
FRL	27	38	32	31	44	46	24	50	31		
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	16	31	31	18	36	34	14				
ELL	10	43	46	23	34	33					
BLK	28	39	40	29	33	36	34	90	39		
HSP	26	40	50	35	39	40	42				
MUL	38	42	50	50	44		53				
WHT	42	48	49	39	39	42	35	91	40		
FRL	29	40	42	31	35	37	35	90	38		
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	13	33	29	18	29	24	16	36			
ELL	13	37	40	35	45	33					
BLK	32	41	39	36	39	31	28	58	64		
HSP	36	48	33	41	36	21	39	41			
MUL	53	56		48	44		53				
WHT	38	48	48	43	47	56	53	75	67		
FRL	34	45	41	40	41	30	33	58	57		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	CS&I
OVERALL Federal Index – All Students	38
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	38
Total Points Earned for the Federal Index	376
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	2
English Language Learners	
Federal Index - English Language Learners	31
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	35
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	49
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0

White Students	
Federal Index - White Students	45
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

8th grade Math (12%)

Low level of teaching. Little to no progress monitoring/accountability tool.

Coaching support for teacher was ineffective.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The Civics data component showed the greatest decline during the 2018-2019 school year. Low performing instruction, poor planning, and culture contributed to the decline in performance.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

8th grade Math (12%)

34% behind below the state average.

8th grade Math (12%)

Low level of teaching. Little to no progress monitoring/accountability tool.

Coaching support for teacher was ineffective.

Which data component showed the most improvement? What new actions did your school take in this area?

Math learning gains showed the most improvement of all components. Math gains went from 36% in the 2017-2018 school year to 46% in the 2018-2019 school year. Use of interventionist to target level 1 and 2 students for additional instruction.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

- The number of level one students in both ELA and Math across combination school grade levels.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Proficiency and growth in Reading for grades 3-8
2. Proficiency and growth in Math for grades 3-8
3. Proficiency in Science for grades 5 & 8
4. Proficiency in Civics for grade 7
5. Proficiency in Algebra for grade 8

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction**Area of Focus Description and Rationale:**

The primary role of the supplemental Assistant Principal is to provide additional administrative instructional support to content areas. Assist with teachers of students who are in a state assessed grade and/or course. Will provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement, closing the achievement gap in tested grades; Will serve Assistant Principal grade level ELA, Math, and Science Learning communities. Monitors success of all students in the learning environment, ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance, and support the effective use of benchmarks, learning and expectations, feedback measures to instructional staff to ensure accountability for all participants engaged in the educational process. Support & promote positive learning culture; provide support and framework for effective standards based instructional program delivery; coaching instructional staff in application of best practice for increasing student growth.

Additional staff (Instructional Coaches, Interventionist, Social Studies Teacher, Media Specialist, and Paraprofessional) to support class size, small group instruction, culture and climate, professional learning and behavior success towards increasing student achievement.

Supplemental Interventions and Curriculum (LLI and ACALETICS) to support core area curriculum and meet individualized student needs.

Measurable Outcome:

In ELA, Math, Science, the school will see student gains increase by at least 5%. While increasing student gains, the school will work to have more proficient students simultaneously.

Quarterly PMA and Penda benchmark goals

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Strategy:

Assistant Principal:

As stated in Leadership Content Knowledge (2003), "We go on to suggest that all administrators have solid mastery of at least one subject (and the learning and teaching of it) and that they develop expertise in other subjects by "postholing," that is, conducting in-depth explorations of an important but bounded slice of the subject, how it is learned, and how it is taught. We conclude with an exploration of how content knowledge and leadership knowledge might be intertwined and suggestions for further research."

<https://www.jstor.org/stable/3699585?seq=1>

Interventionists and Coaches (Reading and Math):

As stated in The impact of coaching on Teacher practice and Student Achievement (Foster, 2018), Coaching is a key job-embedded professional learning strategy that is grounded in day-to-day teaching practice, addresses immediate problems of practice, and targets instructional practices with the intent of improving student learning. Interventionist, add to this strategy of support by pulling small groups for interventions with the use of literacy programs like Leveled Literacy Intervention and math or science programs, ACALETICS. <https://learningforward.org/wp-content/uploads/2018/08/the-impact-of-coaching-on-teacher-practice-and-student-achievement.pdf>

Social Studies Teacher

Adding additional faculty in the social sciences is an effort to reduce class size in the combination school environment and increase an opportunity for additional small groups in the CIVICS area. According to "The effectiveness of class size reduction" (Mathis, 2016), students that had been assigned to smaller classes were more likely to graduate in four years. The positive effect was twice as large for poor and minority students, and thus narrowed the achievement gap. <https://nepc.colorado.edu/sites/default/files/publications/Mathis%20RBOPM-9%20Class%20Size.pdf>

A Paraprofessional will be funded to provide additional classroom support and more small group instruction.

A Dean will be funded to improve student engagement in the classroom and reduce classroom distractions.

A Media specialist is funded to support ELA standards during resource classes.

**Rationale
for
Evidence-
based
Strategy:**

Content specialist are non-administrative, peer to peer support staff who can provide job-embedded professional learning and coaching support. Although effective in instilling credibility with peer's groups, peer coaches cannot provide any evaluative or summative direction or feedback, therefore any necessary teacher professional growth planning and/or progressive action that requires more intensive action must be observed, documented, and supported by administrative staff only.

Action Steps to Implement

1. Support the school's academic leadership development and professional learning (assistant principals, coaches, interventionist, instructional leads) to ensure the success of all students in the learning environment;
2. Serves as Assistant Principal of grade level ELA, Math, and Science learning communities;
3. Support and promote a positive learning culture; provide support and framework for effective standards based instructional program delivery; and coaching instructional staff in the application of best practices for increasing student learning, especially in the area of reading, mathematics, and other foundational skills

Person Responsible Jacqueline Jones (jonesj@duvalschools.org)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Description of Area Focus: Instructional practice specifically relating to standards-aligned instruction will focus on supporting teachers with researched-based practices that follow state adopted standards within core and assessed content areas.

Area of Focus Description and Rationale:

Rationale for Area of Focus:

Standards-based (19-20) data (PMAs, Achieve Diagnostics, and 18-19 school grade data) projected students performing below grade level in ELA, Math, Science, Civics, and Algebra 1. A review of lesson planning practices and student tasks revealed gaps with being aligned to specifications and achievement levels. Moreover, as a combination school, there is a need for consistent collaboration, collective learning, and standards aligned teaching practices among content area teacher groups

**SWT data for 20-21 will show that 80-90% of teachers are providing grade level standards-aligned instruction.

-By November 2020, at least 65% of teachers will provide students with instruction and tasks that are standards-aligned. By April 2021, 80-90% of teachers will provide students with instruction and tasks that are standards aligned.

Measurable Outcome:

-In ELA, DCPS PMA scores, iReady standards mastery, and Achieve 3000 monthly reports, will be utilized as predictors towards a 40-45% proficiency goal, 50-55% growth, and 50-55% LPQ gains.

-In Math, DCPS PMA scores, ACALETICS, and monthly mastery checks will be used as predictors towards a 40-45% proficiency goal, 50-55% growth, and 50-55% LPQ gains.

-In Science, DCPS PMA and Penda assessments will be used as predictors towards a 35-40% proficiency goal.

-In Civics, common assessment data will be used as a predictor towards 55-60% of students performing at or above proficiency.

-In Algebra 1 common assessment data will be used as a predictor towards 55-60% of students performing at or above proficiency.

Person responsible for monitoring outcome:

Jacqueline Jones (jonesj@duvalschools.org)

Sharpening the framework of Common Planning Teams & Professional Learning Communities

Evidence-based Strategy:

1. Our weekly common planning sessions will be focused on standards based planning, tiered differentiated activities/tasks, student work analysis protocols, development of common assessments, and analysis of formative data. Teachers will collaborate in the production of SB lesson plans during these sessions

2. Our monthly-bimonthly professional learning community sessions will be driven by the mission of building the capacity and practices of our faculty. Each PLC session will be focused on a question that seeks a measurable response towards improving both instructional practices and student achievement goals.

3) Our administrative and instructional coaches will engage calibrated monitoring, observations, feedback and developmentally appropriate supports of teachers' Standards based planning, implementation of instruction and practices towards student achievement.

Rationale for Evidence-based Strategy:	Teacher efficacy and practice thrive when they have dedicated and consistent opportunities to collaborate and develop their instructional planning, practices, and impact on student grade level content area achievement. The Art of Coaching Teams by Elena Aguilar John Hattie's Effect Size on Planning and Prediction .76 and Professional Development: .62
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Action Steps to Implement

Strategy 1 Action Steps

- a. Instructional Coaches will provide tiered support during weekly grade level sessions.
- b. Research based strategies books and resources will be utilized during weekly sessions.
- c. Instructional Coaches will complete weekly classroom walks as follow up support of the planning sessions in efforts to continuously calibrate teacher needs, next steps, and potential coaching cycle efforts.
- d. Admin will conduct weekly instructional reviews with teachers.

Strategy 2 Action Steps

- a. Admin and instructional coaches will identify professional development needs during their weekly calibration meetings.
- b. Admin and instructional coaches will develop professional learning focuses and implementation calendar.
- c. Admin and Instructional coaches will facilitate and/or seek external experts to provide professional development learning sessions.

Strategy 3 Action Steps

- a. Administrators and instructional coaches will complete and calibrate weekly SWTs.
- b. Administrators and instructional coaches will develop tiered teacher support plans weekly.
- c. Administrators will participate in a weekly common planning review with each core content area teacher to provide feedback and next steps on SB planning and practice.

Person Responsible Jacqueline Jones (jonesj@duvalschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The 20-21 Westview leadership team also seeks to improve our 5 Essential Survey results in the following areas:

- **Effective Leadership**
- **Supportive Environment**
- **Collaborative Teachers**
- **Ambitious Instruction**
- **Involved Parents**

The completion rate of survey was 80% teachers, 77% students, and 25% parents. Stakeholders rated all 5 areas as weak.

Our plan within the areas of focus in section A and the measurable goals noted in our needs assessment analysis will serve as our strategies to improve effective leadership, supportive environment, collaborative teachers, and ambitious instruction.

We have purchased a Title 1 Parent Liaison position to assist us in increasing parent involvement.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

-At Westview K-8 School, we will address building a positive school culture and environment involving all stakeholders by implementing the following activities and strategies.

Student Involvement:

The implementation of the Schoolwide PBIS Plan will increase positive interactions and relationships between students and staff members. Weekly, monthly, and quarterly incentives will be used to promote academic and social accomplishments.

Parent Involvement:

A Parent Liaison is on campus every day and ensures that any and all parent needs are addressed and that information and Title 1 funded resources are available to parents as needed.

Class Dojo, News Letters, and/or School Messenger Robo Calls will be used to ensure that information related to school and parent programs are properly disseminated to update parents on a consistent basis.

Community Involvement:

Westview K-8 will include business partners, faith based partners & community leaders to participate and be active members in school events and SAC meetings. As a result, the community will be involved and

granted a voice at Westview K-8.

Teacher Involvement:

Along with teacher accomplishment being recognize by the school and the principal as they occur at Westview K-8. "Lunch and Learns" will occur. These meeting along with PLC's will provide teachers with opportunities to increase and gain knowledge in his/her pedagogy causing an increase in confidence as an instructional leader for our students.

Teachers and staff will use the improvement of the Intake and Dismissal procedures to assist in being more efficient for all stakeholders both at Westview K-8 and in the community.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$516,659.13
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	2741 - Westview K 8	UniSIG	3.0	\$122,510.07
			Notes: *Reading Interventionists (3) The Reading Interventionist for Westview K-8 School will be used to work with all grade levels in our school. Specifically, the Lowest Performing Quartile students in each grade level. Due to home learning for 2-3 months during the 2019-2020 school year, we will need to push-in and pull-out students for intensive small group instruction. This position's qualifications are: Education- Bachelor's degree from an accredited college or university. Experience: 3 years continuous teaching experience at the elementary level; 4 years continuous reading teaching at the secondary level. Salary is based on verified years of teaching experience. Certifications & Licenses: Florida Teaching certificate in Elementary Education K-6 (Elem. level); Florida teaching certificate in Reading OR Reading endorsement at the secondary level. If approved, the candidate who was with us last year, will continue to fulfill the duties above. We were not able to fill one of the positions last year, but have since then found a candidate. This position will be funded by UniSIG (100%).			
	5100	210-Retirement	2741 - Westview K 8	UniSIG		\$12,118.15
			Notes: Reading Interventionist Benefits Retirement at 10.00%			
	5100	220-Social Security	2741 - Westview K 8	UniSIG		\$9,270.39
			Notes: Reading Interventionist Benefits Social Security at 7.65%			
	5100	231-Health and Hospitalization	2741 - Westview K 8	UniSIG		\$21,255.24
			Notes: Reading Interventionist Benefits Group Health at 17.54%			
	5100	232-Life Insurance	2741 - Westview K 8	UniSIG		\$24.24
			Notes: Reading Interventionist Benefits Life Insurance at .02%			
	5100	240-Workers Compensation	2741 - Westview K 8	UniSIG		\$1,139.11
			Notes: Reading Interventionist Benefits Workers Compensation at .94%			
	5100	290-Other Employee Benefits	2741 - Westview K 8	UniSIG		\$654.38
			Notes: Reading Interventionist Benefits Benefits Flex Medical at .54%			
	5100	120-Classroom Teachers	2741 - Westview K 8	UniSIG	3.0	\$120,078.00
			Notes: *Math Interventionist (3) - The Mathematics Interventionist for Westview K-8 School will be used to work with all grade levels in our school. Specifically, the Lowest Performing			

			<p>Quartile students in each grade level. Due to home learning for 2-3 months during the 2019-2020 school year, we will need to push-in and pull-out students for intensive small group instruction. This position's qualifications are: Education - Bachelor's degree from an accredited college or university. Experience: Three years of continuous teaching experience in mathematics. Experience working with at-risk students. Salary is based on verified years of teaching experience. Certifications & Licenses: Florida Department of Education Certification in Elementary Education K-6 for Elementary interventionist; This is a content specific instructional support positions that will provide the opportunity to provide students the needed intervention on mastery of objectives. Identified students will receive assistance in reaching proficient common core skills. If approved, the candidate who was with us last year, will continue to fulfill the duties above. We were unable to fill one of the math interventionist positions last year, but have since then found a candidate. This position will be funded by UniSIG (100%).</p>			
	5100	210-Retirement	2741 - Westview K 8	UniSIG		\$12,007.80
			Notes: Math Interventionist Benefits Retirement at 10.00%			
	5100	220-Social Security	2741 - Westview K 8	UniSIG		\$9,185.97
			Notes: Math Interventionist Benefits Social Security at 7.65%			
	5100	231-Health and Hospitalization	2741 - Westview K 8	UniSIG		\$21,061.68
			Notes: Math Interventionist Benefits Group Health at 17.54%			
	5100	232-Life Insurance	2741 - Westview K 8	UniSIG		\$24.02
			Notes: Math Interventionist Benefits Life Insurance at .02%			
	5100	240-Workers Compensation	2741 - Westview K 8	UniSIG		\$1,128.73
			Notes: Math Interventionist Benefits Workers Compensation at .94%			
	5100	290-Other Employee Benefits	2741 - Westview K 8	UniSIG		\$648.42
			Notes: Math Interventionist Benefits Benefits Flex Medical at .54%			
	7300	110-Administrators	2741 - Westview K 8	UniSIG	0.5	\$37,445.73
			<p>Notes: *Supplemental Assistant Principal - The primary role of the supplemental Assistant Principal is to provide additional administrative instructional support to content areas. Assist with teachers of students who are in a state assessed grade and/or course. Will provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement, closing the achievement gap in tested grades; Will serve Assistant Principal grade level ELA, Math, and Science Learning communities. Monitors success of all students in the learning environment, ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance, and support the effective use of benchmarks, learning and expectations, feedback measures to instructional staff to ensure accountability for all participants engaged in the educational process. Support & promote positive learning culture; provide support and framework for effective standards based instructional program delivery; coaching instructional staff in application of best practice for increasing student growth. The APs specialize in different content areas, allowing the school to benefit from different instructional leaders in the building and shared with another school. This is not a new employee, this position is shared with and split funded with Highlands Middle.</p>			
	7300	210-Retirement	2741 - Westview K 8	UniSIG		\$3,744.57
			Notes: Supplemental Assistant Principal Benefits Retirement at 10.00%			
	7300	220-Social Security	2741 - Westview K 8	UniSIG		\$2,864.60
			Notes: Supplemental Assistant Principal Benefits Social Security at 7.65%			
	7300	231-Health and Hospitalization	2741 - Westview K 8	UniSIG		\$6,567.98
			Notes: Supplemental Assistant Principal Benefits Group Health at 17.54%			
	7300	232-Life Insurance	2741 - Westview K 8	UniSIG		\$7.49
			Notes: Supplemental Assistant Principal Benefit Life Insurance at .02%			

	7300	240-Workers Compensation	2741 - Westview K 8	UniSIG		\$351.99
			Notes: Supplemental Assistant Principal Benefit Workers Compensation at .94%			
	7300	290-Other Employee Benefits	2741 - Westview K 8	UniSIG		\$202.21
			Notes: Supplemental Assistant Principal Benefit Benefits Flex Medical at .54%			
	7300	110-Administrators	2741 - Westview K 8	UniSIG	0.5	\$37,333.00
			Notes: *Supplemental Assistant Principal - The primary role of the supplemental Assistant Principal is to provide additional administrative instructional support to content areas. Assist with teachers of students who are in a state assessed grade and/or course. Will provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement, closing the achievement gap in tested grades; Will serve Assistant Principal grade level ELA, Math, and Science Learning communities. Monitors success of all students in the learning environment, ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance, and support the effective use of benchmarks, learning and expectations, feedback measures to instructional staff to ensure accountability for all participants engaged in the educational process. Support & promote positive learning culture; provide support and framework for effective standards based instructional program delivery; coaching instructional staff in application of best practice for increasing student growth. Please see the attached data to support the additional AP. The APs specialize in different content areas, allowing the school to benefit from different instructional leaders in the building and shared with another school. This is not a new employee, this position is shared with and split funded with Susie E. Tolbert Elem.			
	7300	210-Retirement	2741 - Westview K 8	UniSIG		\$3,733.00
			Notes: Supplemental Assistant Principal Benefits Retirement at 10.00%			
	7300	220-Social Security	2741 - Westview K 8	UniSIG		\$2,855.98
			Notes: Supplemental Assistant Principal Benefits Social Security at 7.65%			
	7300	231-Health and Hospitalization	2741 - Westview K 8	UniSIG		\$6,548.21
			Notes: Supplemental Assistant Principal Benefits Group Health at 17.54%			
	7300	232-Life Insurance	2741 - Westview K 8	UniSIG		\$7.47
			Notes: Supplemental Assistant Principal Benefit Life Insurance at .02%			
	7300	240-Workers Compensation	2741 - Westview K 8	UniSIG		\$350.93
			Notes: Supplemental Assistant Principal Benefit Workers Compensation at .94%			
	7300	290-Other Employee Benefits	2741 - Westview K 8	UniSIG		\$201.60
			Notes: Supplemental Assistant Principal Benefit Benefits Flex Medical at .54%			
	7300	110-Administrators	2741 - Westview K 8	UniSIG	0.75	\$55,406.00
			Notes: *Supplemental Assistant Principal - The primary role of the supplemental Assistant Principal is to provide additional administrative instructional support to content areas. Assist with teachers of students who are in a state assessed grade and/or course. Will provide content teachers with direct Instructional support and corrective feedback focused on increasing student achievement, closing the achievement gap in tested grades; Will serve Assistant Principal grade level ELA, Math, and Science Learning communities. Monitors success of all students in the learning environment, ensure alignment of the curriculum, instruction, and assessment processes to promote effective student performance, and support the effective use of benchmarks, learning and expectations, feedback measures to instructional staff to ensure accountability for all participants engaged in the educational process. Support & promote positive learning culture; provide support and framework for effective standards based instructional program delivery; coaching instructional staff in application of best practice for increasing student growth. Yes, this is the same employee that will serve during the 20-21 SY; This position was approved in the 19-20 UniSIG grant. This position is shared and split funded between Westview K8 and Sallye B. Mathis.			
	7300	210-Retirement	2741 - Westview K 8	UniSIG		\$5,540.59
			Notes: Supplemental Assistant Principal Benefits Retirement at 10.00%			

	7300	220-Social Security	2741 - Westview K 8	UniSIG		\$4,238.55
			Notes: Supplemental Assistant Principal Benefits Social Security at 7.65%			
	7300	231-Health and Hospitalization	2741 - Westview K 8	UniSIG		\$9,717.98
			Notes: Supplemental Assistant Principal Benefits Group Health at 17.54%			
	7300	232-Life Insurance	2741 - Westview K 8	UniSIG		\$11.08
			Notes: Supplemental Assistant Principal Benefit Life Insurance at .02%			
	7300	240-Workers Compensation	2741 - Westview K 8	UniSIG		\$520.82
			Notes: Supplemental Assistant Principal Benefit Workers Compensation at .94%			
	7300	290-Other Employee Benefits	2741 - Westview K 8	UniSIG		\$299.18
			Notes: Supplemental Assistant Principal Benefit Benefits Flex Medical at .54%			
	7300	330-Travel	2741 - Westview K 8	UniSIG		\$300.00
			Notes: Supplemental Assistant Principal In-County Travel			
	5100	510-Supplies	2741 - Westview K 8	UniSIG		\$7,303.97
			Notes: Supplies, Paper, Composition books, dry erase markers, erasers, color paper, envelopes, crayons, pens, pencils, toner will be used by all grade levels during core instruction and small group instruction.			
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$0.00
					Total:	\$542,853.75