

Duval County Public Schools

# Westview K 8



2019-20 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: 7/1/2016

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (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
<b>School Grades History</b>	2018-19: D (38%) 2017-18: C (43%) 2016-17: C (44%) 2015-16: C (46%) 2014-15: D (34%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	

ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

### 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](http://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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## School Demographics

<b>School Type and Grades Served</b> (per MSID File)	<b>2018-19 Title I School</b>	<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)
Combination School PK-8	Yes	100%
<b>Primary Service Type</b> (per MSID File)	<b>Charter School</b>	<b>2018-19 Minority Rate</b> (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

## School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	D	C	C	C

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## SIP Authority

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## Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. 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 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 and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
St. Amand, Claire	Principal	All grade level students, faculty, and staff. Building and instructional leadership.
Wheeler, Jeravon	Assistant Principal	Oversees and supports grades 5-8, Middle school science, civics, and math.
York, Kelly	Assistant Principal	Oversees and supports grades PreK-4, ESE Self-Contained, elementary math, principal designee.
Taylor, Holly	Instructional Coach	Instructional coach for elementary math.
Wisdom, Malone	School Counselor	Counselor for student, faculty, and staff.
Wright, Myra	Instructional Coach	Reading instructional coach for middle school.

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

**FTE units allocated to school (total number of teacher units)**

100

**Date this data was collected or last updated**

Thursday 7/25/2019

**Prior Year - As Reported**

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

**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
Attendance below 90 percent	0	10	12	5	6	10	5	8	8	0	0	0	0	64
One or more suspensions	0	4	5	17	15	28	35	29	40	0	0	0	0	173
Course failure in ELA or Math	0	0	0	10	0	0	0	0	0	0	0	0	0	10
Level 1 on statewide assessment	0	0	0	17	36	46	68	32	25	0	0	0	0	224

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	4	5	17	15	28	35	29	40	0	0	0	0	173

## 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
Number of students enrolled	0 (0)	0 (0)	0 (0)	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)
One or more suspensions	0 ( )	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 ( )	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ( )	0 (0)	0 (0)	29 (0)	119 (0)	104 (0)	134 (0)	75 (0)	162 (0)	623 (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.

NOTE: An asterisk (\*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

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%
	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%

<b>MATH</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
	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%				

<b>SCIENCE</b>						
<b>Grade</b>	<b>Year</b>	<b>School</b>	<b>District</b>	<b>School-District Comparison</b>	<b>State</b>	<b>School-State Comparison</b>
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%
Same Grade Comparison		-8%				
Cohort Comparison		-12%				

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

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
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			
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.

<b>ESSA Federal Index</b>	
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%
<b>Subgroup Data</b>	
<b>Students With Disabilities</b>	
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%	
<b>English Language Learners</b>	
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%	
<b>Native American Students</b>	
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%	
<b>Asian Students</b>	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
<b>Black/African American Students</b>	
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%	
<b>Hispanic Students</b>	
Federal Index - Hispanic Students	35

Hispanic Students	
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
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%	
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%	
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%	
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%	

## 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.**

The data that showed the lowest performance was reading proficiency. Reading proficiency has been lowest performing the past three out of four years. Students come to school more than two years below the grade level they are currently in. The reading intervention and core curriculum was implemented with some success in non-accountability grade levels.

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

Civics showed the greatest decline of 40%. This is due to scheduling where not all students were proficient in reading like the 2017-18 school year. It is also due to lack of administrator and teacher accountability.

**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.**

Reading proficiency was the greatest gap compared to the state average. The factors that contributed to this gap were new teachers, lack of reading interventions for the students in intensive reading.

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

Math Learning gains showed the most improvement. Through the implementation of specific, differentiated tutoring groups we were able to get a 10% gain.

**Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)**

Attendance is always a concern. We have several cases that go to the State Attorney purely due to the fact that parents do not want to bring their students to school.

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

1. Reading Mastery- grades K-2
2. Corrective Reading- grades 3-8
3. Acaletics- grades 2-8
4. iReady reading and math- all grades
5. Achieve 3000- grades 3-5

## Part III: Planning for Improvement

**Areas of Focus:**

<b>#1</b>	
<b>Title</b>	Proficiency and Learning Gains for ELA, Math, and Science
<b>Rationale</b>	The percentage of achievement in reading proficiency across the curriculum has fallen below the district and state percentages. A focus on this area across the curriculum would encompass teaching and learning for all students and all subgroups (ELL, ESE, etc).

<b>State the measurable outcome the school plans to achieve</b>	Reading proficiency will increase 10% to 40%. Math proficiency will increase 7% to 40%. Science proficiency will increase 15% to 40%. Civics proficiency will increase 19% to 70%. Acceleration will increase 11% to 50%.
<b>Person responsible for monitoring outcome</b>	Claire St. Amand (st.amandc@duvalschools.org)
<b>Evidence-based Strategy</b>	Utilize a curriculum approach with research-based curricular materials that include, but are not limited to: HMH Collections, Reading Mastery, Corrective Reading, LLI, Math 180, Acaletics, Study Island) to meet the needs of all of the students in order to increase the reading proficiency across all grade levels.
<b>Rationale for Evidence-based Strategy</b>	All students' needs will be addressed through each subject areas core curriculum and instruction with materials and standards aligned instruction, partnered with Reading Mastery, Corrective Reading, LLI, Math 180, Acaletics, Study Island for additional remediation and enrichment opportunities aligned to standards. Teachers must have a deep understanding of the Florida Standards, the materials, the strategies, and the delivery methods to provide for effective teaching and learning, which is why ongoing development of teachers is necessary for continued improvement to instruction.

**Action Step**

<b>Description</b>	<ol style="list-style-type: none"> <li>1) Provide professional development on various curricular products to ensure effective implementation of standards based instruction (Tier I) and to ensure effective implementation with fidelity at Tier II and effective implementation for additional remediation and enrichment to increase reading proficiency across the curriculum.</li> <li>2) Utilize all instructional coaches (reading, math, and science) to improve instructional delivery with teachers through the tiered coaching model based on consistent walkthroughs of standards based instruction. 60% of the teachers are within their first three years of teacher- so increased support is necessary to increase reading proficiency across all areas.</li> <li>3) Utilize interventionists (math and reading) to provide push in and pull out support for targeted students, which includes all subgroups, to reduce the size of groups for interventions within the classrooms, which would provide intensive, targeted students to increase reading proficiency across all areas.</li> <li>4) Provide standards based tutoring opportunities outside of the school day to increase the amount of instructional time with targeted students to increase reading proficiency across all areas.</li> <li>5) Create and post visual cues/ anchor charts for students in classrooms to create common language for greater understanding of standards aligned instruction based on KUDs, Florida Standards, and embedded language within the standards to increase reading proficiency across all areas.</li> <li>6) Provide monthly TDEs for teachers to include professional development on literacy based strategies for implementation across all areas incorporating ongoing analysis of</li> </ol>
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student work to increase reading proficiency.

7) Utilize additional laptop carts and media cart with laptops to allow students the opportunity to work on online curriculum, included, but not limited to Acaletics, Study Island, Math 180.

8) Utilize additional elementary para to assist with small group instruction that focuses on the implementation of the new intervention curriculum.

9) Utilize Middle School Dean to assist with push in and pull out groups while being more proactive with any behavior. By implementing this system, students will remain in classrooms allowing them to receive all instruction.

10) Utilize a media specialist to assist with working with students to increase the reading proficiency across the curriculum through the media resource and push in/ pull out groups.

11) Utilize additional paraprofessional position to support teachers in pulling small groups for effective implementation for additional remediation and enrichment to increase reading proficiency across the curriculum.

**Person**

**Responsible**

Claire St. Amand (st.amandc@duvalschools.org)

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<b>#2</b>	
<b>Title</b>	Improving Academic Rigor with Standards Based Instruction
<b>Rationale</b>	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

**State the measurable outcome the school plans to achieve**

**Person responsible for monitoring outcome** [no one identified]

**Evidence-based Strategy**

**Rationale for Evidence-based Strategy**

**Action Step**

**Description**

- 1.
- 2.
- 3.
- 4.
- 5.

**Person Responsible** [no one identified]

**Additional Schoolwide Improvement Priorities (optional)**

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

## 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 Schoolwide Improvement Plan 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.**

The school invites all stakeholders to work together via parent nights, SAC, PTA, and workshops. The school uses various forms of communication such as Class Dojo, FOCUS, school website, and flyers.

#### **PFEP Link**

The school completes a Parental Involvement Plan (PFEP), 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.**

The school has fully implemented, school-based counseling, mental health counseling, Social Emotional Learning, Calm Classroom, Sanford Harmony, Second Step to assist the social-emotional needs of all students are being met.

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

Due to Westview being a PreK-8 school, the only transition we have is to high school. Throughout the students 8th grade year, we have parent nights that focus on transitioning to high school. The school counselors also provide support for outgoing 8th graders to guarantee they go to the high school of choice.

#### **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 district provides the instructional resources that the school uses. The school supplements necessary resources to support students in all subgroups in order for them to be successful. Common planning occurs on a weekly basis, which allows instructional coaches, admin, and teachers to meet, review standards, and review resources to plan the most rigorous standards based instruction. Administration hires qualified personnel in order to be able to teach the correct grade levels and subject areas.

#### **Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.**

The school counselors work directly with outside businesses and local community and four year colleges. The partnership allows students the opportunity to experience different colleges (2 year and 4 year) along with directly going in to the workforce from high school.

## Part V: Budget

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

1	III.A.	Areas of Focus: Proficiency and Learning Gains for ELA, Math, and Science				\$514,433.74
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	130-Other Certified Instructional Personnel	2741 - Westview K 8	UniSIG	0.9	\$42,300.00
			Notes: (1) Reading Interventionist (K-2) 3) Utilize interventionists (math and reading) to provide push in and pull out support for targeted students, which includes all subgroups, to reduce the size of groups for interventions within the classrooms, which would provide intensive, targeted students to increase reading proficiency across all areas.			
	5100	130-Other Certified Instructional Personnel	2741 - Westview K 8	UniSIG	0.9	\$42,300.00
			Notes: Reading Interventionist (3-5) 3) Utilize interventionists (math and reading) to provide push in and pull out support for targeted students, which includes all subgroups, to reduce the size of groups for interventions within the classrooms, which would provide intensive, targeted students to increase reading proficiency across all areas.			
	5100	130-Other Certified Instructional Personnel	2741 - Westview K 8	UniSIG	0.9	\$42,300.00
			Notes: Reading Interventionist (6-8) 3) Utilize interventionists (math and reading) to provide push in and pull out support for targeted students, which includes all subgroups, to reduce the size of groups for interventions within the classrooms, which would provide intensive, targeted students to increase reading proficiency across all areas.			
	5100	130-Other Certified Instructional Personnel	2741 - Westview K 8	UniSIG	0.9	\$42,300.00
			Notes: (1) Math Interventionist (K-2) 3) Utilize interventionists (math and reading) to provide push in and pull out support for targeted students, which includes all subgroups, to reduce the size of groups for interventions within the classrooms, which would provide intensive, targeted students to increase reading proficiency across all areas.			
	5100	130-Other Certified Instructional Personnel	2741 - Westview K 8	UniSIG	0.9	\$42,300.00
			Notes: Math Interventionist (3-5) 3) Utilize interventionists (math and reading) to provide push in and pull out support for targeted students, which includes all subgroups, to reduce the size of groups for interventions within the classrooms, which would provide intensive, targeted students to increase reading proficiency across all areas.			
	5100	130-Other Certified Instructional Personnel	2741 - Westview K 8	UniSIG	0.9	\$42,300.00
			Notes: Math Interventionist (6-8) 3) Utilize interventionists (math and reading) to provide push in and pull out support for targeted students, which includes all subgroups, to reduce the size of groups for interventions within the classrooms, which would provide intensive, targeted students to increase reading proficiency across all areas.			
	6300	130-Other Certified Instructional Personnel	2741 - Westview K 8	UniSIG	0.9	\$42,300.00
			Notes: Science Coach (5,8) 2) Utilize all instructional coaches (reading, math, and science) to improve instructional delivery with teachers through the tiered coaching model based on consistent walkthroughs of standards based instruction. 60% of the teachers are within their first three years of teacher- so increased support is necessary to increase reading proficiency across all areas.			
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	2741 - Westview K 8	UniSIG	0.0	\$39,057.00
			Notes: Laptop Carts/Laptops Utilize additional laptop carts with laptops to allow students the opportunity to work on online curriculum, included, but not limited to Acaletics, Study Island, Math 180.			

5100	510-Supplies	2741 - Westview K 8	UniSIG	0.0	\$28,459.56
		<i>Notes: School Supplies 5) Paper, ink, chart paper, binders/ folders, highlighters, compass, usb, calculators, headphones, pens/pencils, composition books, banner paper, graph paper, clipboards, Create and post visual cues/ anchor charts for students in classrooms to create common language for greater understanding of standards aligned instruction based on kUDs, Florida Standards, and embedded language within the standards to increase reading proficiency across all areas. • See the updated quotes attached and the addition of \$230.06 will be used to purchase science supplies for all grade 5 and 8 students to complete project-based learning lessons align to the nature of Science; force and motion; and physical science learning activities to build background knowledge through real connections in order to further support standards-based science instruction (interactive science journals, thermometers.</i>			
5100	369-Technology-Related Rentals	2741 - Westview K 8	UniSIG	0.0	\$2,400.00
		<i>Notes: Utilize Study Island to support students in in grades 5 and 8 science.</i>			
5100	210-Retirement	2741 - Westview K 8	UniSIG	0.0	\$3,583.00
		<i>Notes: Reading Interventionist (K-2) Benefits Retirement 8.47%</i>			
5100	220-Social Security	2741 - Westview K 8	UniSIG	0.0	\$3,236.00
		<i>Notes: Reading Interventionist (K-2) Benefits Social Security 7.65%</i>			
5100	231-Health and Hospitalization	2741 - Westview K 8	UniSIG	0.0	\$7,826.00
		<i>Notes: Reading Interventionist (K-2) Benefits Health and Hospitalization 18.50%</i>			
5100	232-Life Insurance	2741 - Westview K 8	UniSIG	0.0	\$13.00
		<i>Notes: Reading Interventionist (K-2) Benefits Life Insurance .03%</i>			
5100	240-Workers Compensation	2741 - Westview K 8	UniSIG	0.0	\$398.00
		<i>Notes: Reading Interventionist (K-2) Benefits Workers Compensation .94%</i>			
5100	250-Unemployment Compensation	2741 - Westview K 8	UniSIG	0.0	\$4.00
		<i>Notes: Reading Interventionist (K-2) Benefits Unemployment Compensation .01%</i>			
5100	290-Other Employee Benefits	2741 - Westview K 8	UniSIG	0.0	\$241.00
		<i>Notes: Reading Interventionist (K-2) Benefits Other Employee Benefits Flex Medical .57%</i>			
5100	290-Other Employee Benefits	2741 - Westview K 8	UniSIG	0.0	\$592.00
		<i>Notes: Reading Interventionist (K-2) Benefits Other Employee Benefits Leave 1.4%</i>			
5100	210-Retirement	2741 - Westview K 8	UniSIG	0.0	\$3,583.00
		<i>Notes: Reading Interventionist (3-5) Benefits Retirement 8.47%</i>			
5100	220-Social Security	2741 - Westview K 8	UniSIG	0.0	\$3,236.00
		<i>Notes: Reading Interventionist (3-5) Benefits Social Security 7.65%</i>			
5100	231-Health and Hospitalization	2741 - Westview K 8	UniSIG	0.0	\$7,826.00
		<i>Notes: Reading Interventionist (3-5) Benefits Health and Hospitalization 18.50%</i>			
5100	232-Life Insurance	2741 - Westview K 8	UniSIG	0.0	\$13.00
		<i>Notes: Reading Interventionist (3-5) Benefits Life Insurance .03%</i>			
5100	240-Workers Compensation	2741 - Westview K 8	UniSIG	0.0	\$398.00
		<i>Notes: Reading Interventionist (3-5) Benefits Workers Compensation .94%</i>			

5100	250-Unemployment Compensation	2741 - Westview K 8	UniSIG	0.0	\$4.00
<i>Notes: Reading Interventionist (3-5) Benefits Unemployment Compensation .01%</i>					
5100	290-Other Employee Benefits	2741 - Westview K 8	UniSIG	0.0	\$241.00
<i>Notes: Reading Interventionist (3-5) Benefits Unemployment Compensation .01%</i>					
5100	290-Other Employee Benefits	2741 - Westview K 8	UniSIG	0.0	\$592.00
<i>Notes: Reading Interventionist (3-5) Benefits Other Employee Benefits Leave 1.4%</i>					
5100	210-Retirement	2741 - Westview K 8	UniSIG	0.0	\$3,583.00
<i>Notes: Reading Interventionist (6-8) Benefits Retirement 8.47%</i>					
5100	220-Social Security	2741 - Westview K 8	UniSIG	0.0	\$3,236.00
<i>Notes: Reading Interventionist (6-8) Benefits Social Security 7.65%</i>					
5100	231-Health and Hospitalization	2741 - Westview K 8	UniSIG	0.0	\$7,826.00
<i>Notes: Reading Interventionist (6-8) Benefits Health and Hospitalization 18.50%</i>					
5100	232-Life Insurance	2741 - Westview K 8	UniSIG	0.0	\$13.00
<i>Notes: Reading Interventionist (6-8) Benefits Life Insurance .03%</i>					
5100	240-Workers Compensation	2741 - Westview K 8	UniSIG	0.0	\$398.00
<i>Notes: Reading Interventionist (6-8) Benefits Workers Compensation .94%</i>					
5100	250-Unemployment Compensation	2741 - Westview K 8	UniSIG	0.0	\$4.00
<i>Notes: Reading Interventionist (6-8) Benefits Unemployment Compensation .01%</i>					
5100	290-Other Employee Benefits	2741 - Westview K 8	UniSIG	0.0	\$241.00
<i>Notes: Reading Interventionist (6-8) Benefits Other Employee Benefits Flex Medical .57%</i>					
5100	290-Other Employee Benefits	2741 - Westview K 8	UniSIG	0.0	\$592.00
<i>Notes: Reading Interventionist (6-8) Benefits Other Employee Benefits Leave 1.4%</i>					
5900	210-Retirement	2741 - Westview K 8	UniSIG	0.0	\$2,287.00
<i>Notes: Tutoring Teachers 54 Benefits Retirement 8.47%</i>					
5900	220-Social Security	2741 - Westview K 8	UniSIG	0.0	\$2,066.00
<i>Notes: Tutoring Teachers 54 Benefits Social Security 7.65%</i>					
5900	240-Workers Compensation	2741 - Westview K 8	UniSIG	0.0	\$254.00
<i>Notes: Tutoring Teachers 54 Benefits Workers Compensation .94%</i>					
5900	250-Unemployment Compensation	2741 - Westview K 8	UniSIG	0.0	\$3.00
<i>Notes: Tutoring Teachers 54 Benefits Unemployment Compensation .01%</i>					
5100	210-Retirement	2741 - Westview K 8	UniSIG	0.0	\$3,583.00
<i>Notes: Math Interventionist (K-2) Benefits Retirement 8.47%</i>					
5100	220-Social Security	2741 - Westview K 8	UniSIG	0.0	\$3,236.00
<i>Notes: Math Interventionist (K-2) Benefits Social Security 7.65%</i>					

5100	231-Health and Hospitalization	2741 - Westview K 8	UniSIG	0.0	\$7,826.00
<i>Notes: Math Interventionist (K-2) Benefits Health and Hospitalization 18.50%</i>					
5100	232-Life Insurance	2741 - Westview K 8	UniSIG	0.0	\$13.00
<i>Notes: Math Interventionist (K-2) Benefits Life Insurance .03%</i>					
5100	240-Workers Compensation	2741 - Westview K 8	UniSIG	0.0	\$398.00
<i>Notes: Math Interventionist (K-2) Benefits Workers Compensation .94%</i>					
5100	250-Unemployment Compensation	2741 - Westview K 8	UniSIG	0.0	\$4.00
<i>Notes: Math Interventionist (K-2) Benefits Unemployment Compensation .01%</i>					
5100	290-Other Employee Benefits	2741 - Westview K 8	UniSIG	0.0	\$241.00
<i>Notes: Math Interventionist (K-2) Benefits Other Employee Benefits Flex Medical .57%</i>					
5100	290-Other Employee Benefits	2741 - Westview K 8	UniSIG	0.0	\$592.00
<i>Notes: Math Interventionist (K-2) Benefits Other Employee Benefits Leave 1.4%</i>					
5100	210-Retirement	2741 - Westview K 8	UniSIG	0.0	\$3,583.00
<i>Notes: Math Interventionist (3-5) Benefits Retirement 8.47%</i>					
5100	220-Social Security	2741 - Westview K 8	UniSIG	0.0	\$3,236.00
<i>Notes: Math Interventionist (3-5) Benefits Social Security 7.65%</i>					
5100	231-Health and Hospitalization	2741 - Westview K 8	UniSIG	0.0	\$7,826.00
<i>Notes: Math Interventionist (3-5) Benefits Health and Hospitalization 18.50%</i>					
5100	232-Life Insurance	2741 - Westview K 8	UniSIG	0.0	\$13.00
<i>Notes: Math Interventionist (3-5) Benefits Life Insurance .03%</i>					
5100	240-Workers Compensation	2741 - Westview K 8	UniSIG	0.0	\$398.00
<i>Notes: Math Interventionist (3-5) Benefits Workers Compensation .94%</i>					
5100	250-Unemployment Compensation	2741 - Westview K 8	UniSIG	0.0	\$4.00
<i>Notes: Math Interventionist (3-5) Benefits Unemployment Compensation .01%</i>					
5100	290-Other Employee Benefits	2741 - Westview K 8	UniSIG	0.0	\$241.00
<i>Notes: Math Interventionist (3-5) Benefits Other Employee Benefits Flex Medical .57%</i>					
5100	290-Other Employee Benefits	2741 - Westview K 8	UniSIG	0.0	\$592.00
<i>Notes: Math Interventionist (3-5) Benefits Other Employee Benefits Leave 1.4%</i>					
5100	210-Retirement	2741 - Westview K 8	UniSIG	0.0	\$3,583.00
<i>Notes: Math Interventionist (6-8) Benefits Retirement 8.47%</i>					
5100	220-Social Security	2741 - Westview K 8	UniSIG	0.0	\$3,236.00
<i>Notes: Math Interventionist (6-8) Benefits Social Security 7.65%</i>					
5100	231-Health and Hospitalization	2741 - Westview K 8	UniSIG	0.0	\$7,826.00
<i>Notes: Math Interventionist (6-8) Benefits Health and Hospitalization 18.50%</i>					

	5100	232-Life Insurance	2741 - Westview K 8	UniSIG	0.0	\$13.00
			<i>Notes: Math Interventionist (6-8) Benefits Life Insurance .03%</i>			
	5100	240-Workers Compensation	2741 - Westview K 8	UniSIG	0.0	\$398.00
			<i>Notes: Math Interventionist (6-8) Benefits Workers Compensation .94%</i>			
	5100	250-Unemployment Compensation	2741 - Westview K 8	UniSIG	0.0	\$4.00
			<i>Notes: Math Interventionist (6-8) Benefits Unemployment Compensation .01%</i>			
	5100	290-Other Employee Benefits	2741 - Westview K 8	UniSIG	0.0	\$241.00
			<i>Notes: Math Interventionist (6-8) Benefits Other Employee Benefits Flex Medical .57%</i>			
	5100	290-Other Employee Benefits	2741 - Westview K 8	UniSIG	0.0	\$592.00
			<i>Notes: Math Interventionist (6-8) Benefits Other Employee Benefits Leave 1.4%</i>			
	6400	210-Retirement	2741 - Westview K 8	UniSIG	0.0	\$3,583.00
			<i>Notes: Science Coach (5,8) Benefits Retirement 8.47%</i>			
	6400	220-Social Security	2741 - Westview K 8	UniSIG	0.0	\$3,236.00
			<i>Notes: Science Coach (5,8) Benefits Social Security 7.65%</i>			
	6400	231-Health and Hospitalization	2741 - Westview K 8	UniSIG	0.0	\$7,826.00
			<i>Notes: Science Coach (5,8) Benefits Health and Hospitalization 18.50%</i>			
	6400	232-Life Insurance	2741 - Westview K 8	UniSIG	0.0	\$13.00
			<i>Notes: Science Coach (5,8) Benefit Life Insurance .03%</i>			
	6400	240-Workers Compensation	2741 - Westview K 8	UniSIG	0.0	\$398.00
			<i>Notes: Science Coach (5,8) Benefit Workers Compensation .94%</i>			
	6400	250-Unemployment Compensation	2741 - Westview K 8	UniSIG	0.0	\$4.00
			<i>Notes: Science Coach (5,8) Benefit Unemployment Compensation .01%</i>			
	6400	290-Other Employee Benefits	2741 - Westview K 8	UniSIG	0.0	\$241.00
			<i>Notes: Science Coach (5,8) Benefit Other Employee Benefits Flex Medical .57%</i>			
	6400	290-Other Employee Benefits	2741 - Westview K 8	UniSIG	0.0	\$592.00
			<i>Notes: Science Coach (5,8) Benefit Other Employee Benefits Leave 1.4%</i>			
	5900	120-Classroom Teachers	2741 - Westview K 8	UniSIG	0.0	\$26,769.94
			<i>Notes: Tutoring Teachers</i>			
	5100	510-Supplies	2741 - Westview K 8	UniSIG	0.0	\$5,786.24
			<i>Notes: further support the students at home for virtual learning, the additional ACALETICS materials will assist students with the online program while the students are at home</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Improving Academic Rigor with Standards Based Instruction</b>				<b>\$97,675.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7300	110-Administrators	2741 - Westview K 8	UniSIG	1.0	\$71,000.00
			<i>Notes: Supplemental Assistant Principal. The primary role of the supplemental Assistant Principal is to provide additional administrative instructional support to content areas.</i>			



	7300	210-Retirement	2741 - Westview K 8	UniSIG	0.0	\$6,014.00
			<i>Notes: Supplemental Assistant Principal Benefits Retirement 8.47%</i>			
	7300	220-Social Security	2741 - Westview K 8	UniSIG	0.0	\$5,432.00
			<i>Notes: Supplemental Assistant Principal Benefits Social Security 7.65%</i>			
	7300	231-Health and Hospitalization	2741 - Westview K 8	UniSIG	0.0	\$13,135.00
			<i>Notes: Supplemental Assistant Principal Benefits Health and Hospitalization 18.50%</i>			
	7300	232-Life Insurance	2741 - Westview K 8	UniSIG	0.0	\$21.00
			<i>Notes: Supplemental Assistant Principal Benefits Life Insurance .03%</i>			
	7300	240-Workers Compensation	2741 - Westview K 8	UniSIG	0.0	\$667.00
			<i>Notes: Supplemental Assistant Principal Benefits Workers Compensation .94%</i>			
	7300	250-Unemployment Compensation	2741 - Westview K 8	UniSIG	0.0	\$7.00
			<i>Notes: Supplemental Assistant Principal Benefits Unemployment Compensation .01%</i>			
	7300	290-Other Employee Benefits	2741 - Westview K 8	UniSIG	0.0	\$405.00
			<i>Notes: Supplemental Assistant Principal Benefits Other Employee Benefits Flex Medical .57%</i>			
	7300	290-Other Employee Benefits	2741 - Westview K 8	UniSIG	0.0	\$994.00
			<i>Notes: Supplemental Assistant Principal Benefits Other Employee Benefits Leave 1.4%</i>			
					<b>Total:</b>	<b>\$643,798.50</b>