

Columbia County School District

# Westside Elementary School



2020-21 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Positive Culture &amp; Environment</b>	<b>21</b>
<b>Budget to Support Goals</b>	<b>21</b>

# Westside Elementary School

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

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

## Demographics

**Principal: Jennifer Saucer**

Start Date for this Principal: 7/1/2017

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	85%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (67%) 2017-18: A (64%) 2016-17: A (69%) 2015-16: A (63%)
<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>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Columbia 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](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.

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>11</b>
<b>Planning for Improvement</b>	<b>16</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>21</b>

## Westside Elementary School

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

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

### School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Elementary School PK-5	Yes	76%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	32%

### School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	A	A	A	A

### School Board Approval

This plan is pending approval by the Columbia 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.**

Westside Elementary is a school and family partnership committed to success by putting students first. Each child is supported educationally and emotionally to unlock or nourish their unique strengths, enabling them to acquire needed skills and knowledge to become successful lifelong learners. Westside Elementary strives to produce self-motivated, enthusiastic, and active learners who will become respectful and responsible citizens in the global community.

Our mission is to provide a safe and supportive community for all learners, where academic and personal excellence are expected and where great habits are created one day at a time. Part of this mission includes establishing and building relationships with the larger community and encouraging parent and community involvement at WES. Through these relationships, students will have the opportunity to see themselves and their school as a part of a community of people that is strong, supportive and caring.

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

Westside Elementary will continuously reflect upon and respond to the needs of all learners as we and our students strive to acquire the skills, attitudes, and knowledge to be creative problem solvers, reflective thinkers and caring citizens of a global community. At Westside Elementary, we create great habits one day at a time by giving a 212-degree effort every day! Everyday is a great day at Westside. Where in the world would you rather be?

### 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
Dotson, Dennis	Principal	Mr. Dotson works to develop a plan for teaching and learning in the school alongside the teachers, students, and all stakeholders. Mr. Dotson monitors instructional programs and the progress students make throughout the school years for effectiveness and makes changes accordingly. Lastly, Mr. Dotson ensures that the learning environment at Westside Elementary is a safe one where all students are free to learn at their highest potential.
Camp, Janice	Assistant Principal	Under the direction of the principal, Mrs. Camp serves as an educational leader and assists the principal in the planning, coordination, and directing of activities and programs of the school.
Bullard, Amanda	Instructional Coach	The instructional coach is defined as working with individual teachers, small group of teachers or large groups of teachers. This includes preparation for coaching individual teachers or groups of teachers and the coaching cycle.
Higgs, Cherisse	School Counselor	The guidance counselor coordinates with the leadership team and the district-based MTSS support personnel in order to schedule tier transition meetings and problem-solving meetings, as needed.
Creech, Roxanne	Instructional Media	The Library Media Specialist is responsible for ensuring students and staff are effective and ethical users of ideas and information. Empowering students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information. Mrs. Creech works to instill a love of learning in all students and ensure equitable access to information.
Barnes, April	Other	Mrs. Barnes works as the Curriculum Resource Teacher at Westside Elementary. As a part of her duties, Mrs. Barnes maintains resources for Parents to check out to use at home in the Parent Resource Room. Mrs. Barnes is also the school's Volunteer Coordinator and Title I Coordinator.

## Demographic Information

### Principal start date

Saturday 7/1/2017, Jennifer Saucer

**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.*

**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.*

**Total number of teacher positions allocated to the school**

45

### Demographic Data



<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	85%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (67%) 2017-18: A (64%) 2016-17: A (69%) 2015-16: A (63%)
<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>	
<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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	122	94	109	101	107	108	0	0	0	0	0	0	0	641
Attendance below 90 percent	4	1	0	0	0	1	0	0	0	0	0	0	0	6
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
Course failure in ELA	0	4	2	2	3	0	0	0	0	0	0	0	0	11
Course failure in Math	0	1	1	0	4	2	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide ELA assessment	0	0	0	0	3	1	0	0	0	0	0	0	0	4
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	7	0	0	0	0	0	0	0	10

**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	2	1	0	1	2	0	0	0	0	0	0	0	6

**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	12	6	5	1	2	0	0	0	0	0	0	0	0	26
Students retained two or more times	0	2	1	0	1	0	0	0	0	0	0	0	0	4

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

Thursday 10/1/2020

**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	111	127	110	104	124	114	0	0	0	0	0	0	0	690
Attendance below 90 percent	20	13	10	6	9	2	0	0	0	0	0	0	0	60
One or more suspensions	0	2	2	1	0	1	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	5	3	4	5	6	0	0	0	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	8	19	15	0	0	0	0	0	0	0	42

**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	0	5	10	8	0	0	0	0	0	0	0	27

**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	9	8	7	5	6	0	0	0	0	0	0	0	0	35
Students retained two or more times	0	1	2	3	2	3	0	0	0	0	0	0	0	11

**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	111	127	110	104	124	114	0	0	0	0	0	0	0	690
Attendance below 90 percent	20	13	10	6	9	2	0	0	0	0	0	0	0	60
One or more suspensions	0	2	2	1	0	1	0	0	0	0	0	0	0	6
Course failure in ELA or Math	0	5	3	4	5	6	0	0	0	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	8	19	15	0	0	0	0	0	0	0	42

**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	0	5	10	8	0	0	0	0	0	0	0	27

**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	9	8	7	5	6	0	0	0	0	0	0	0	0	35
Students retained two or more times	0	1	2	3	2	3	0	0	0	0	0	0	0	11

**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	73%	60%	57%	73%	56%	55%
ELA Learning Gains	69%	60%	58%	68%	58%	57%
ELA Lowest 25th Percentile	70%	67%	53%	55%	55%	52%
Math Achievement	78%	66%	63%	79%	68%	61%
Math Learning Gains	69%	61%	62%	74%	66%	61%
Math Lowest 25th Percentile	44%	50%	51%	62%	62%	51%
Science Achievement	63%	55%	53%	70%	58%	51%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(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	81%	68%	13%	58%	23%
	2018	63%	58%	5%	57%	6%
Same Grade Comparison		18%				
Cohort Comparison						
04	2019	69%	62%	7%	58%	11%
	2018	56%	56%	0%	56%	0%
Same Grade Comparison		13%				
Cohort Comparison		6%				
05	2019	68%	59%	9%	56%	12%
	2018	73%	53%	20%	55%	18%
Same Grade Comparison		-5%				
Cohort Comparison		12%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	83%	70%	13%	62%	21%
	2018	72%	66%	6%	62%	10%
Same Grade Comparison		11%				
Cohort Comparison						
04	2019	66%	64%	2%	64%	2%
	2018	65%	67%	-2%	62%	3%
Same Grade Comparison		1%				
Cohort Comparison		-6%				
05	2019	80%	65%	15%	60%	20%
	2018	86%	68%	18%	61%	25%
Same Grade Comparison		-6%				
Cohort Comparison		15%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	62%	59%	3%	53%	9%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	78%	59%	19%	55%	23%
Same Grade Comparison		-16%				
Cohort Comparison						

### 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	54	70	81	66	68	50	25				
BLK	62	56	67	53	51	32	33				
HSP	84	91		84	73						
MUL	67	64		94	82						
WHT	75	72	72	82	72	50	69				
FRL	65	66	75	71	59	43	51				
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	34	44	43	56	61	39	56				
BLK	35	39	31	58	70	73	46				
HSP	70	58		85	50						
MUL	65	57		85	79						
WHT	70	60	56	77	67	48	82				
FRL	57	54	45	70	64	55	76				
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	42	50	38	50	60	59	47				
BLK	54	50	50	54	61	47	39				
HSP	67	69		72	88						
MUL	93			80							
WHT	76	71	52	84	76	72	77				
FRL	62	59	52	65	69	61	44				

### 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)	N/A
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	466
Total Components for the Federal Index	7
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	59
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
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	51
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	83
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	77
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	70
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	61
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
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.**

The data component from Spring FSA 2019 that showed the lowest performance was the Lowest Quartile Math Learning Gains. This percentage dropped from 56% to 44%. Looking more closely at the data, one can see this has been a trend now for 3 years, each year dipping a little lower than the previous one. Also according to 2020 Fall iReady Math Diagnostic, proficiency and learning gains of our lowest quartile students will still need to be a targeted area of concern considering these students did not have a full year of instruction during the 2019-2020 school year.

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

Science Data from Spring FSA 2019 showed the biggest decline last year dropping from 80% in 2018 to 63% in 2019. This was still above the State and District Average. We are not sure why this decline took place.

**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.**

Our Lowest Quartile Math Learning Gains from Spring FSA 2019 was below the State Average by 7 points. We were above the state and district average in all other areas.

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

Our ELA Learning Gains and ELA Lowest Quartile Learning Gains from Spring FSA 2019 were the data components that showed the most improvement. ELA Learning Gains went from 57% to 69% and ELA Lowest Quartile Learning Gains improved by 24 percentage points, from 46% in 2018 to 70% in 2019. We feel that as a school we really focused on ELA with our Lowest Quartile group during the 2018-2019 school year. During the 2019-2020 school year we continued our Super 25 Club with our lowest quartile students. Monthly meetings with these students offered encouragement, special treats, and prizes. The principal continued to meet with each of the lowest quartile students and their parents to monitor their progress in Accelerated Reader, iReady ELA, and independent cold reads.

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

One potential area of concern is that in 2019 42 students who scored a Level 1 on the Florida Standards Assessment in ELA and/or Math. 10 of these students are currently 4th or 5th grade students here at WES.

We will also be working to meet the needs of our Migrant students. . Through our MTSS and ELL programs, WES will work to make sure all migrant students are making progress. WES has Spanish speaking teachers and staff members to help with translation with parents and students.

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

1. Increasing the Lowest Quartile Math Gains
2. Increasing Science proficiency
3. Maintaining ELA Proficiency and Learning Gains for all students.
4. Increasing family and parent learning activities.
5. Progress of Migrant students.

## Part III: Planning for Improvement

### Areas of Focus:



**#1. Instructional Practice specifically relating to Math**

**Area of Focus Description and Rationale:** Westside's data shows a four year decline of lowest quartile students making learning gains in the area of math. Our area of focus will be increasing math fact fluency among our lowest quartile students with the hopes that a student's fact fluency, will transfer over to other math skills needed to make learning gains.

**Measurable Outcome:** Math learning gains of students in the lowest quartile, will increase from 44% to 50% .

**Person responsible for monitoring outcome:** Dennis Dotson (dotsond@columbiak12.com)

**Evidence-based Strategy:** Westside Elementary will be opening a math lab each morning for students identified in the lowest quartile. This lab will incorporate a researched based online math program, Reflex Math. Also, all students in grades 3-5 will visit the technology lab every 6 days to work on online math programs. (Reflex, Study Island, I Know It Math)

**Rationale for Evidence-based Strategy:** We believe that many students identified in the lowest quartile are not successful at on grade level math because they are lacking math fact fluency. Extensive research has demonstrated the critical role of fact fluency in elementary school level mathematics and beyond (e.g., Isaacs & Carroll, 1999; Kail & Hall, 1997; Miller & Heyward, 1992; Royer et al, 1999; Woodward, 2006; Zentall 1990). In this research, mental chronometry – the precise measurement of the speed with which a student can recall a given fact -- is the typical method used to evaluate fluency. Provided an efficient and effective approach to fluency development is used, students can master their math facts in all four operations through a series of short practice sessions. Using a morning lab setting WES will be able to help students study and master these basic facts using the Reflex Math Program.

**Action Steps to Implement**

1. Using Unify, identify students who scored in the lowest quartile on the 2019 Math FSA.
2. Open the technology lab each morning at 7:10 for these students to work on Reflex Math.
3. Each student's fact fluency will be monitored through twice weekly timed fact tests beginning with addition and progressing through division as the student masters each one.
4. Students will be able to earn tickets daily and weekly by attending daily, mastering facts, and earning Reflex Milestones. Earned tickets will be put into a drawing for weekly prizes on Friday.
5. Prizes may include candy, pizza party, lunch with the principal, etc....
6. All students will work in online research based math programs during their technology lab time weekly. These programs will include, I Know It Math, Study Island, Reflex, and iReady Math.

**Person Responsible** Janice Camp (campj@columbiak12.com)

**#2. Other specifically relating to Parent Family Engagement**

**Area of Focus Description and Rationale:** Westside's data shows a four year decline of lowest quartile students making learning gains in the area of math. Our area of focus will be increasing math fact fluency among our lowest quartile students with the hopes that a student's fact fluency, will transfer over to other math skills needed to make learning gains.

**Measurable Outcome:** Increase student achievement on FSA Math by 2%.

**Person responsible for monitoring outcome:** Dennis Dotson (dotsond@columbiak12.com)

**Evidence-based Strategy:** Increasing family and parent learning activities. WES provided many informative parent nights for parents during the abbreviated 2019 school year. Among those activities were Technology Night where parents received information on all of the supplemental online programs WES offers to students. WES parents and students also participated in a math night at our local Harvey's supermarket. Parents and students worked together to solve real world standards based math problems.

**Rationale for Evidence-based Strategy:** The goal of parent and family engagement is to build the capacity of families to increase engagement in the academic achievement of students. The outcome is to increase student achievement on FSA Math by 2%.

**Action Steps to Implement**

*No action steps were entered for this area of focus*

**#3. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:** Through data analysis and chats with students and parents, WES is working to maintain our ELA proficiency and learning gains. During the summer of 2019, many teachers at WES attended a Summer Literacy Institute provided by NEFEC. Many teachers at WES have earned or are working toward their Reading Endorsements so that the best research based practices and interventions can be given to all students. WES will be hosting Virtual Reading Nights where families can learn more about reading with their child and how to help their child on Independent Comprehension assessments.

**Measurable Outcome:** ELA Proficiency and Learning Gains for all students. ELA proficiency will increase by 2 percent.

**Person responsible for monitoring outcome:** Dennis Dotson (dotsond@columbiak12.com)

**Evidence-based Strategy:** Data Chats with students. Every teacher at WES will have Data Chats with their students once every grading period and after each iReady Diagnostic Assessment.

**Rationale for Evidence-based Strategy:** Using data chats to help students set clear goals and intentions is potentially able to accelerate student achievement according to Hattie's research.

**Action Steps to Implement**

*No action steps were entered for this area of focus*

**#4. Instructional Practice specifically relating to Science****Area of Focus**

**Description and Rationale:** Increasing Science proficiency.

**Measurable Outcome:** 70% of 5th grade students will score at or above proficiency level on the 2021 state science test.

**Person responsible for monitoring outcome:** Dennis Dotson (dotsond@columbiak12.com)

**Evidence-based Strategy:** As a school WES is working on increasing science proficiency in 5th grade by beginning in Kindergarten. Every month, WES requires all teachers to have a STEM/STEAM activity planned for their students. Also, science standards are taught on every grade level.

**Rationale for Evidence-based Strategy:** Hattie's research has shown that problem based learning and discovery based teaching used in science experiments and hands on activities are potentially able to accelerate student achievement.

**Action Steps to Implement**

*No action steps were entered for this area of focus*

**Additional Schoolwide Improvement Priorities**

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

**Increasing Science proficiency. 70% of 5th grade students will score at or above proficiency level on the 2021 state science test.**

**As a school WES is working on increasing science proficiency in 5th grade by beginning in Kindergarten. Every month, WES requires all teachers to have a STEM/STEAM activity planned for their students. Also, science standards are taught on every grade level.**

**ELA Proficiency and Learning Gains for all students. ELA proficiency will increase by 2 percent.**

**Through data analysis and chats with students, WES is working to maintain our ELA proficiency and learning gains. During the summer of 2019, many teachers at WES attended a Summer Literacy Institute provided by NEFEC. Many teachers at WES have earned or are working toward their Reading Endorsements so that the best research based practices and interventions can be given to all students.**

**Increasing family and parent learning activities. WES provided many informative parent nights for parents during the abbreviated 2019 school year. Among those activities were Technology Night where parents received information on all of the supplemental online programs WES offers to students. WES parents and students also participated in a math night at our local Harvey's supermarket. Parents and students worked together to solve real world standards based math problems.**

## 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.

"It is a great day to be a Wildcat!" "It is a great day to be at Westside! Where in the world would you rather be?"

"Westside is the Bestside!" These are just a few of the phrases that students, parents, staff, and teachers hear and say everyday. Westside works very hard to build a positive school culture and environment where parents feel welcome, teachers enjoy teaching and students enjoy learning. WES provides many activities where students are recognized for positive behavior (Bucket Fillers, Class Compliment Jars), achievement and citizenship (Students of the Month, WOW Students, Award's Day). The thing that we are most proud of is "Positive Post It Day".. On this day, positive signs and words are hung all around campus for students to see. Every teacher receives a positive note about their class on their door. Every student receives a personalized positive post it note from their teacher and every teacher and staff member receive a positive post it note from someone on campus. This activity is coordinated by our guidance counselor. WES has a working relationship with our local college which houses St. Leo's University. Students in their education program are welcome to come and intern with our teachers and many of them choose WES for their full internship. Business partners include our local Harvey's and many restaurants in our area who provide certificates for free food items that we use for honor role students, students with perfect attendance, and students of the month. Lake City Medical Center has provided books for every VPK PK, and kindergarten student for the past two years during Celebrate Literacy Week as well as readers for these classes. Our SAC committee is made up of parents, community members, instructional and non-instructional staff. The members of this committee share their thoughts and ideas on how to make WES a supportive and fulfilling place to learn. Also, each year, parents at WES are asked to complete a Parent Survey to tell the school how we are doing and in what areas they would like to see improvement or something new.

### 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: Math				\$3,152.92
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	369-Technology-Related Rentals	0271 - Westside Elementary School	Title, I Part A	0.0	\$2,196.67

			Notes: Reflex Math - web-based software license			
	5100	510-Supplies	0271 - Westside Elementary School	Title, I Part A	0.0	\$956.25
			Notes: Curriculum Associates - MAFS Workbooks			
2	III.A.	Areas of Focus: Other: Parent Family Engagement				\$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA				\$0.00
4	III.A.	Areas of Focus: Instructional Practice: Science				\$0.00
Total:						\$3,152.92