

Volusia County Schools

Westside Elementary School



2020-21 Schoolwide Improvement Plan

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Westside Elementary School

1700 5TH ST, Daytona Beach, FL 32117

<http://myvolusiaschools.org/school/westside/pages/default.aspx>

Demographics

Principal: Dwayne Copeland

Start Date for this Principal: 7/1/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
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* Black/African American Students* Hispanic Students Multiracial Students White Students* Economically Disadvantaged Students
School Grades History	2018-19: D (36%) 2017-18: D (36%) 2016-17: C (45%) 2015-16: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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 Volusia 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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1700 5TH ST, Daytona Beach, FL 32117

<http://myvolusiaschools.org/school/westside/pages/default.aspx>

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	95%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	84%

School Grades History

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

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<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.

Parents, staff, students, and community members will work together to provide quality educational programs that focus on the total development of the child.

Provide the school's vision statement.

Ensuring all students receive a superior 21st century education.

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
Copeland, Dwayne	Principal	Instructional Leader
Glenn-Dixon, Tamla	Assistant Principal	Instructional Leader
Schwab, Theresa	Instructional Coach	KG - 5th ELA Teacher Representative
Harvard, Tamika	Instructional Coach	SIP Contact SAC Chair KG - 5th Math Representative
Dhawan, Kymberli	Instructional Coach	SEL TOA KG - 5th Teacher Representative
Powell, Cheryl	Teacher, K-12	Academic Intervention Teacher
Anderson, Nathaniel	Dean	TOA KG - 5th Teacher Representative
Pena, Michelle	Teacher, K-12	Academic Intervention Science Support

Demographic Information

Principal start date

Monday 7/1/2019, Dwayne Copeland

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.*

5

Total number of teacher positions allocated to the school

46

Demographic Data

2020-21 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
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* Black/African American Students* Hispanic Students Multiracial Students White Students* Economically Disadvantaged Students
School Grades History	2018-19: D (36%) 2017-18: D (36%) 2016-17: C (45%) 2015-16: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
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	99	92	86	103	100	86	0	0	0	0	0	0	0	566
Attendance below 90 percent	35	28	20	23	25	11	0	0	0	0	0	0	0	142
One or more suspensions	14	27	14	24	19	18	0	0	0	0	0	0	0	116
Course failure in ELA	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	
Level 1 on 2019 statewide ELA assessment	0	0	0	6	27	24	0	0	0	0	0	0	0	57
Level 1 on 2019 statewide Math assessment	0	0	0	5	25	36	0	0	0	0	0	0	0	66

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	6	14	4	5	24	16	0	0	0	0	0	0	0	69

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	1	6	4	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	1	2	0	0	0	0	0	0	0	3

Date this data was collected or last updated

Wednesday 5/20/2020

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	98	102	101	108	98	92	0	0	0	0	0	0	0	599
Attendance below 90 percent	9	17	14	19	16	6	0	0	0	0	0	0	0	81
One or more suspensions	0	8	3	3	0	1	0	0	0	0	0	0	0	15
Course failure in ELA or Math	0	0	0	9	12	15	0	0	0	0	0	0	0	36
Level 1 on statewide assessment	0	0	0	17	28	43	0	0	0	0	0	0	0	88

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	5	3	7	6	3	0	0	0	0	0	0	0	24

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	1	0	0	30	0	0	0	0	0	0	0	0	0	31
Students retained two or more times	0	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	98	102	101	108	98	92	0	0	0	0	0	0	0	599
Attendance below 90 percent	9	17	14	19	16	6	0	0	0	0	0	0	0	81
One or more suspensions	0	8	3	3	0	1	0	0	0	0	0	0	0	15
Course failure in ELA or Math	0	0	0	9	12	15	0	0	0	0	0	0	0	36
Level 1 on statewide assessment	0	0	0	17	28	43	0	0	0	0	0	0	0	88

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	5	3	7	6	3	0	0	0	0	0	0	0	24

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	1	0	0	30	0	0	0	0	0	0	0	0	0	31
Students retained two or more times	0	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	38%	56%	57%	39%	55%	55%
ELA Learning Gains	45%	56%	58%	45%	53%	57%
ELA Lowest 25th Percentile	38%	46%	53%	43%	44%	52%
Math Achievement	37%	59%	63%	53%	62%	61%
Math Learning Gains	34%	56%	62%	55%	58%	61%
Math Lowest 25th Percentile	15%	43%	51%	40%	47%	51%
Science Achievement	42%	57%	53%	41%	59%	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	36%	58%	-22%	58%	-22%
	2018	41%	56%	-15%	57%	-16%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2019	35%	54%	-19%	58%	-23%
	2018	35%	54%	-19%	56%	-21%
Same Grade Comparison		0%				
Cohort Comparison		-6%				
05	2019	38%	54%	-16%	56%	-18%
	2018	29%	51%	-22%	55%	-26%
Same Grade Comparison		9%				
Cohort Comparison		3%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	43%	60%	-17%	62%	-19%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	32%	58%	-26%	62%	-30%
Same Grade Comparison		11%				
Cohort Comparison						
04	2019	32%	59%	-27%	64%	-32%
	2018	49%	60%	-11%	62%	-13%
Same Grade Comparison		-17%				
Cohort Comparison		0%				
05	2019	33%	54%	-21%	60%	-27%
	2018	34%	57%	-23%	61%	-27%
Same Grade Comparison		-1%				
Cohort Comparison		-16%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	41%	56%	-15%	53%	-12%
	2018	40%	56%	-16%	55%	-15%
Same Grade Comparison		1%				
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	14	43	38	14	10	14	10				
ELL	13			40							
BLK	34	43	39	33	32	13	39				
HSP	30	30		50	64						
MUL	54	58		46	50						
WHT	51	58		43	21						
FRL	36	44	38	37	35	15	40				
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	8	15	17	5	15	16					
BLK	31	37	32	36	46	21	33				
HSP	53	50		71	42						
MUL	40	27		50	55						
WHT	45	30		35	30		46				
FRL	34	36	33	38	43	20	40				

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	8	31	38	14	31	33	23				
BLK	34	43	44	48	50	38	33				
HSP	60			73							
MUL	61	43		70	64						
WHT	44	42		56	58		60				
FRL	37	42	41	52	54	39	41				

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	37
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	299
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	20
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	34
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	33
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	44
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	52
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	43
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.

The data component that showed the lowest performance is Math Learning Gains and Lowest Quartile. The greatest contributing factor to last year's low performance in Math was due to a lack of Tier I instruction in grades 3-5.

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

The data component that showed the greatest decline is Math Learning Gains. The greatest contributing factor to last year's low performance in Math was due to a lack of Tier I instruction in grades 3-5.

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.

The component that had the greatest gap when compared to the state average is between Students with Disabilities and Student without Disabilities. The factors that contributed to the gap include:

- 1) teacher proficiency
- 2) core instruction - SWD do not have enough exposure to on grade level instruction

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

The data component that showed the most improvement is ELA Learning Gains. The new actions taken include collaborative planning, weekly PLCs to unpack standards, and design effective lessons that are rigorous and aligned to the standards, the use of common formative assessments.

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

Attendance/SEL and Discipline

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

1. Attendance
2. ELA Learning Gains
3. Math Learning Gains
4. ELA & Math Intervention
5. SEL/Discipline Referrals – address discipline through SEL

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale: ELA Proficiency - Our needs assessment analysis revealed that only 38% of our students met proficiency in ELA. The percentage of students meeting proficiency in ELA was below the District and State average.

Measurable Outcome: Increase ELA Proficiency from 38% to 41%.

Person responsible for monitoring outcome: Dwayne Copeland (dcopelan@volusia.k12.fl.us)

Evidence-based Strategy: Teacher-led Small Group Instruction

Rationale for Evidence-based Strategy: According to John Hattie, small group instruction has a .49 effect size.

Action Steps to Implement

Utilize research-based resources, district support and professional learning, and Professional Learning support not provided by the district to support effective core instruction in ELA. The specific Professional Learnings will include Target-task alignment, Core Connections, and Small Group Instruction Training.

Person Responsible Dwayne Copeland (dcopelan@volusia.k12.fl.us)

Utilize district support to assist with proper implementation of Wonders ELA program.

Person Responsible Theresa Schwab (tschwa1@volusia.k12.fl.us)

Review ELA Proficiency Data to finalize the master schedule, focusing on the proper placement of students for Interventions, ESE, and ESOL support.

Person Responsible Theresa Schwab (tschwa1@volusia.k12.fl.us)

Administer ELA I-Ready Diagnostic to establish baseline data.

Person Responsible Theresa Schwab (tschwa1@volusia.k12.fl.us)

Conduct PLCs for ELA data chats focused on reviewing student groupings and planning for individualized instruction.

Person Responsible Theresa Schwab (tschwa1@volusia.k12.fl.us)

Create Coaching Cycles to support Teacher Growth in small group instruction.

Person Responsible Theresa Schwab (tschwa1@volusia.k12.fl.us)

Monitor the effectiveness of small group instruction through ongoing administrative walk-throughs, feedback, and learning walks with coaches and teachers during core and small group instruction.

Person Responsible Theresa Schwab (tschwa1@volusia.k12.fl.us)

Virtual Live PLCs will be established to support virtual teachers with lesson planning, student engagement, and progress monitoring. The DLTL will provide ongoing professional learning for Volusia Live Teachers.

**Person
Responsible**

Dwayne Copeland (dcopelan@volusia.k12.fl.us)

#2. Instructional Practice specifically relating to Math

Math Learning Gains, including Math Lowest Quartile -

**Area of Focus
Description and
Rationale:**

Our needs assessment analysis revealed that only 34% of our students made learning gains in math. The percentage of students making learning gains in math was below the district and state average.

Our needs assessment analysis revealed that only 15% of the students in our lowest quartile made learning gains in math, which was below the district average.

**Measurable
Outcome:**

Increase Math Learning Gains from 34% to 41%.

Increase Math Lowest Quartile from 15% to 41%.

**Person
responsible for
monitoring
outcome:**

Dwayne Copeland (dcopelan@volusia.k12.fl.us)

**Evidence-based
Strategy:**

Teacher-led Small Group Instruction

**Rationale for
Evidence-based
Strategy:**

According to John Hattie, small group instruction has a .49 effect size.

Action Steps to Implement

Review Math Learning Gains and Lowest Quartile Data to create the master schedule, ensuring proper placement of students for Interventions, ESE, and ESOL support in Math.

**Person
Responsible**

Dwayne Copeland (dcopelan@volusia.k12.fl.us)

Administer Math I-Ready Diagnostic Assessments to establish baseline data.

**Person
Responsible**

Tamika Harvard (tharvard@volusia.k12.fl.us)

Utilize the Math Instructional component of iReady.

**Person
Responsible**

Tamika Harvard (tharvard@volusia.k12.fl.us)

Conduct PLCs for Math data chats that are focused on reviewing student groupings and planning for individualized teachers and interventions.

**Person
Responsible**

Tamika Harvard (tharvard@volusia.k12.fl.us)

Utilize Coaching Cycles to support teachers in implementing effective core and small group instruction

**Person
Responsible**

Tamika Harvard (tharvard@volusia.k12.fl.us)

Monitor the effectiveness of small group instruction through ongoing administrative walk-throughs, feedback, and learning walks with coaches and teachers during core and small group instruction. Teachers will be trained through Coaching Cycles and PLCs.

**Person
Responsible**

Tamika Harvard (tharvard@volusia.k12.fl.us)

Virtual Live PLCs will be established to support virtual teachers with lesson planning, student engagement, and progress monitoring. The DLTl will provide ongoing professional learning for Volusia Live Teachers.

Person Responsible Dwayne Copeland (dcopelan@volusia.k12.fl.us)

No description entered

Person Responsible [no one identified]

Virtual Live PLCs will be established to support virtual teachers with lesson planning, student engagement, and progress monitoring. The DLTl will provide ongoing professional learning for Volusia Live Teachers.

Person Responsible Dwayne Copeland (dcopelan@volusia.k12.fl.us)

No description entered

Person Responsible [no one identified]

#3. Instructional Practice specifically relating to Science

Area of Focus Description and Rationale: Science Proficiency - Our needs assessment analysis revealed that 42% of our (5th Grade) students met proficiency in Science, which is below the district and state average.

Measurable Outcome: Increase Science Proficiency from 42% to 45%.

Person responsible for monitoring outcome: Dwayne Copeland (dcopelan@volusia.k12.fl.us)

Evidence-based Strategy: Hands-on Labs, Learning Opportunities, and Interactive Science Notebooks

Rationale for Evidence-based Strategy: According to Psychological Science Journal, students that receive hands-on learning opportunities have shown to score an average of 7% or higher than students without hands-on learning on standardized testing.

Action Steps to Implement

Review Science Proficiency Data to create the master schedule, ensuring that all students receive explicit Core Science Instruction.

Person Responsible Dwayne Copeland (dcopelan@volusia.k12.fl.us)

Administer the Science Standards Monitoring Test to establish baseline data.

Person Responsible Michelle Pena (mlpena@volusia.k12.fl.us)

Conduct PLCs for Science data chats that are focused on standard proficiency and remediation of Fair Game Standards.

Person Responsible Michelle Pena (mlpena@volusia.k12.fl.us)

Utilize Coaching Cycles to provide teacher training that will support teachers in implementing effective core instruction and hands-on learning opportunities.

Person Responsible Tamika Harvard (tharvard@volusia.k12.fl.us)

Monitor the effectiveness of core instruction and the use of Interactive Science Notebooks through ongoing administrative walk-throughs, feedback, and learning walks with coaches, intervention and homeroom teachers.

Person Responsible Michelle Pena (mlpena@volusia.k12.fl.us)

Virtual Live PLCs will be established to support virtual teachers with lesson planning, student engagement, and progress monitoring. The DLTL will provide ongoing professional learning for Volusia Live Teachers.

Person Responsible Dwayne Copeland (dcopelan@volusia.k12.fl.us)

Additional Schoolwide Improvement Priorities

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

Attendance - The SLT will work closely with the School Social Worker and School Counselor to ensure that a plan is in place to monitor and address attendance concerns.

SEL/Discipline Referrals (address discipline through SEL) - The SLT will implement Caring School Communities to focus on building a positive school culture.

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.

Westside Elementary addresses building a positive school culture environment by ensuring that all stakeholders are involved in opportunities to provide their input. It is imperative at Westside that our staff, families, and other stakeholders know that their voice and input is a vital portion of Westside's growth and sense of community. At Westside, we understand the importance of developing and nurturing the whole child by giving each student love and an environment to feel safe. We believe in not only giving students a healthy place to learn, but also, a means to feel safe and loved.

Various platforms are offered to families and stakeholders such as the School Advisory Council (SAC), the Parent Teacher Association (PTA), and a Professional Development Schools partnership with Bethune-Cookman University. These committees engage families and stakeholders in endeavors that have a foundation of the school's mission and vision statements that promote student development and academic achievement.

To support students socially and emotionally in all grade levels at Westside, we have implemented the use of Caring School Communities (CSC). CSC focuses on building a classroom community in which students have a platform to initiate conversations that are solution driven and build problem solving communications. Teacher and students conduct daily classroom meetings which set a tone for daily classroom interactions, fostering peer relationships, setting a classroom culture and climate, and teach social skills. In addition, our School Counselor utilizes, Second Step, a program delivered in a small group to identified students that encourages respect and empathy, promotes social-emotional development, safety and well-being, teaches self-regulatory skills and bullying prevention.

To further support Westside's commitment to building a positive school culture and environment, we have a Social Emotional Teacher on Assignment (SEL TOA). The primary focus of the SEL TOA is to support teachers in structuring a positive climate and culture within their classrooms and develop positive relationships. In addition, the SEL TOA can assist with ways to explicitly teach social-emotional skills

needed for students to understand and manage their emotions, set and achieve positive goals, feel and show empathy, make responsible decisions and maintain positive relationships. The SEL TOA provides targeted supports for Tier II and III students that need additional supports through specific interventions.

Lastly, as a part of Westside's commitment to ensure a positive school environment, we have various programs and community initiatives to support Westside's families. These programs include Westside's Night Alive (WNA), Food Brings Hope, and Westside's Wonder Women. WNA is a 21st Century Grant funded program that allows for the campus to open to the community surrounding Westside Elementary. Tutoring, extracurricular activities, and meals are provided to students and families. Because of these programs, fundraising and donations are supplied to Westside's families.

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: ELA				\$105,777.50
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	3251 - Westside Elementary School	UniSIG	1.0	\$54,241.00
			Notes: Salary for Intervention Teacher			
	5100	210-Retirement	3251 - Westside Elementary School	UniSIG	0.0	\$5,424.00
			Notes: Intervention Teacher Retirement @ 10%			
	5100	220-Social Security	3251 - Westside Elementary School	UniSIG	0.0	\$4,149.00
			Notes: Intervention Teacher Social Security @ 7.65%			
	5100	230-Group Insurance	3251 - Westside Elementary School	UniSIG	0.0	\$5,853.00
			Notes: Insurance for Intervention Teacher @ \$5,853			
	5100	230-Group Insurance	3251 - Westside Elementary School	UniSIG	0.0	\$36.00
			Notes: Life Insurance for Intervention Teacher @ .066%			
	5100	240-Workers Compensation	3251 - Westside Elementary School	UniSIG	0.0	\$814.00
			Notes: Workers Compensation for Intervention Teacher @ 1.5%			
	6300	120-Classroom Teachers	3251 - Westside Elementary School	UniSIG	0.0	\$15,000.00
			Notes: Instructional Leaders Supplement (\$1,500 x 10 Teachers)			
	6300	210-Retirement	3251 - Westside Elementary School	UniSIG	0.0	\$1,500.00
			Notes: Instructional Leaders Supplement Retirement @ 10%			

	6300	220-Social Security	3251 - Westside Elementary School	UniSIG	0.0	\$1,148.00
			<i>Notes: Instructional Leaders Supplement Social Security @ 7.65%</i>			
	5100	369-Technology-Related Rentals	3251 - Westside Elementary School	UniSIG	0.0	\$17,612.50
			<i>Notes: iReady Site Licenses</i>			
2	III.A.	Areas of Focus: Instructional Practice: Math				\$76,199.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	3251 - Westside Elementary School	UniSIG	1.0	\$59,007.00
			<i>Notes: Salary for Intervention Teacher</i>			
	5100	210-Retirement	3251 - Westside Elementary School	UniSIG	0.0	\$5,901.00
			<i>Notes: Intervention Teacher Retirement @ 10%</i>			
	5100	220-Social Security	3251 - Westside Elementary School	UniSIG	0.0	\$4,514.00
			<i>Notes: Intervention Teacher Social Security @ 7.65%</i>			
	5100	230-Group Insurance	3251 - Westside Elementary School	UniSIG	0.0	\$5,853.00
			<i>Notes: Insurance for Intervention Teacher @ \$5,853</i>			
	5100	230-Group Insurance	3251 - Westside Elementary School	UniSIG	0.0	\$39.00
			<i>Notes: Life Insurance for Intervention Teacher @ .066%</i>			
	5100	240-Workers Compensation	3251 - Westside Elementary School	UniSIG	0.0	\$885.00
			<i>Notes: Workers Compensation for Intervention Teacher @ 1.5%</i>			
3	III.A.	Areas of Focus: Instructional Practice: Science				\$61,923.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	3251 - Westside Elementary School	UniSIG	1.0	\$47,033.00
			<i>Notes: Salary for Intervention Teacher</i>			
	5100	210-Retirement	3251 - Westside Elementary School	UniSIG	0.0	\$4,703.00
			<i>Notes: Intervention Teacher Retirement @ 10%</i>			
	5100	220-Social Security	3251 - Westside Elementary School	UniSIG	0.0	\$3,598.00
			<i>Notes: Intervention Teacher Social Security @ 7.65%</i>			
	5100	230-Group Insurance	3251 - Westside Elementary School	UniSIG	0.0	\$5,853.00
			<i>Notes: Insurance for Intervention Teacher @ \$5,853</i>			
	5100	230-Group Insurance	3251 - Westside Elementary School	UniSIG	0.0	\$31.00

			<i>Notes: Life Insurance for Intervention Teacher @ .066%</i>			
	5100	240-Workers Compensation	3251 - Westside Elementary School	UniSIG	0.0	\$705.00
			<i>Notes: Workers Compensation for Intervention Teacher @ 1.5%</i>			
Total:						\$257,212.50