Westside Elementary School

2021-22 Schoolwide Improvement Plan

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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: 7/1/2018

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	85%
2020-21 ESSA Subgroups Represented (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
School Grades History	2018-19: A (67%) 2017-18: A (64%) 2016-17: A (69%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* 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 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.](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

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	85%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	31%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		A	A	A

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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, as well as emotionally, to unlock and nourish their unique strengths. This enables 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 striving to "WIN THE DAY" every single 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	Position Title	Job Duties and Responsibilities
Bullard, Amanda	Instructional Coach	

Demographic Information

Principal start date
Sunday 7/1/2018, 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

Total number of students enrolled at the school

691

Identify the number of instructional staff who left the school during the 2020-21 school year.

4

Identify the number of instructional staff who joined the school during the 2021-22 school year.

2

Demographic Data

Early Warning Systems

2021-22

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	123	118	96	102	99	101	0	0	0	0	0	0	0	639
Attendance below 90 percent	23	22	17	13	13	20	0	0	0	0	0	0	0	108
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	7	6	1	2	5	0	0	0	0	0	0	0	21
Course failure in Math	0	0	0	0	3	5	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	4	3	7	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide FSA Math assessment	0	0	0	1	7	7	0	0	0	0	0	0	0	15
Number of students with a substantial reading deficiency	0	0	3	2	3	3	0	0	0	0	0	0	0	11

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	1	1	4	4	0	0	0	0	0	0	0	10

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	7	8	5	4	3	0	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	3	2	3	3	0	0	0	0	0	0	0	11

Date this data was collected or last updated

Tuesday 9/21/2021

2020-21 - 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	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

2020-21 - 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	122	94	109	101	107	108	0	0	0	0	0	0	0	641
Attendance below 90 percent	24	25	18	14	14	20	0	0	0	0	0	0	0	115
One or more suspensions	0	1	0	1	0	2	0	0	0	0	0	0	0	4
Course failure in ELA	0	7	6	1	2	5	0	0	0	0	0	0	0	21
Course failure in Math	0	1	1	0	3	5	0	0	0	0	0	0	0	10
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

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				73%	60%	57%	64%	53%	56%
ELA Learning Gains				69%	60%	58%	57%	51%	55%
ELA Lowest 25th Percentile				70%	67%	53%	46%	46%	48%
Math Achievement				78%	66%	63%	75%	67%	62%
Math Learning Gains				69%	61%	62%	67%	63%	59%
Math Lowest 25th Percentile				44%	50%	51%	56%	57%	47%
Science Achievement				63%	55%	53%	80%	57%	55%

Grade Level Data Review - State Assessments
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	2021					
	2019	81%	68%	13%	58%	23%
Cohort Comparison						
04	2021					
	2019	69%	62%	7%	58%	11%
Cohort Comparison		-81%				
05	2021					
	2019	68%	59%	9%	56%	12%
Cohort Comparison		-69%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	83%	70%	13%	62%	21%
Cohort Comparison						
04	2021					

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	66%	64%	2%	64%	2%
Cohort Comparison		-83%				
05	2021					
	2019	80%	65%	15%	60%	20%
Cohort Comparison		-66%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	62%	59%	3%	53%	9%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

The progress monitoring tool used to compile the data for both reading and math, for all grades, is iReady. i-Ready Learning is a collection of rigorous reading and mathematics instructional resources designed to address every student's learning needs. This monitoring tool also promotes closing learning gaps and accelerating students growth in all grade levels. The progress monitoring tool used to compile fifth grade's science date is Performance Matters.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	21%	52%	81%
	Economically Disadvantaged	21%	51%	81%
	Students With Disabilities	0%	33%	69%
	English Language Learners	0%	0%	0%
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9%	43%	79%
	Economically Disadvantaged	9%	43%	79%
	Students With Disabilities	0%	33%	63%
	English Language Learners	0%	50%	50%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	42%	65%	79%
	Economically Disadvantaged	42%	65%	79%
	Students With Disabilities	14%	43%	60%
	English Language Learners	0%	25%	25%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	18%	56%	82%
	Economically Disadvantaged	18%	56%	82%
	Students With Disabilities	14%	33%	60%
	English Language Learners	50%	25%	50%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	68%	81%	95%
	Economically Disadvantaged	68%	81%	95%
	Students With Disabilities	25%	38%	75%
	English Language Learners	0%	0%	100%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	24%	51%	83%
	Economically Disadvantaged	24%	51%	83%
	Students With Disabilities	25%	25%	50%
	English Language Learners	0%	100%	100%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	36%	61%	72%
	Economically Disadvantaged	36%	61%	72%
	Students With Disabilities	7%	13%	33%
	English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	26%	53%	79%
	Economically Disadvantaged	26%	53%	79%
	Students With Disabilities	21%	27%	33%
	English Language Learners	N/A	N/A	N/A

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	36%	58%	75%
	Economically Disadvantaged	36%	58%	75%
	Students With Disabilities	29%	38%	52%
	English Language Learners	N/A	N/A	N/A
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	33%	66%	81%
	Economically Disadvantaged	33%	66%	81%
	Students With Disabilities	14%	43%	62%
	English Language Learners	N/A	N/A	N/A
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	16.7%	N/A	60.9%
	Economically Disadvantaged	11.8	N/A	27.8
	Students With Disabilities	11.8	N/A	27.8
	English Language Learners	N/A	N/A	N/A

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	37	58		50	67		39				
BLK	61	50		58	35		38				
HSP	74			78							
MUL	69			75							
WHT	79	69	73	85	71	87	76				
FRL	66	57	70	70	60	56	57				
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				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	72
OVERALL Federal Index Below 41% All Students	NO
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	502
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	50
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
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%	
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%	
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%	
Black/African American Students	
Federal Index - Black/African American Students	48
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	76
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	72
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	
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	77
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	62
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Our Hispanic students have maintained 70% or more proficiency in ELA since 2019 testing. Our African American students are continuing to show less proficiency in ELA, but they are showing improvements. Our SWD declined 16% in ELA proficiency. Our SWD proficiency in math decreased by 15%. Our economically disadvantage students continue to stay 68% proficient in math. Our African American students continue to have the lowest proficiency percent among all other ethnicity groups. In science there continues to be a 30-40% gap in proficiency among our SWD and Non-SWD and Eco. Disadvantage students and Non-Eco Disadvantage students.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The 2019 state assessment shows our greatest need for improvement is our lowest 25th percentile for math. These students were 44% proficient. In addition, our science achievement declined 17%.When analyzing the iReady data from the Beginning of the Year to End of the Year we see that our challenge is in Vocabulary, even though it grew from 18% to 45% it was our lowest domain. Algebra and Algebraic Thinking is also a challenge we face in Math, even though it grew from 12% to 59%.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Our area of focus will be increasing math fact fluency among our lowest quartile students. This will allow fact fluency to transfer over to math skills ultimately revealing learning gains. In addition, we will provide a math learning lab each morning for students identified in our lowest quartile. This lab will incorporate a researched based online math program for fact fluency and prerequisite skills.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Students showed great improvement in ELA achievement, learning gains, and lowest 25th percentile. ELA achievement saw a learning gain of 9%. ELA learning gains were a 12% increase. ELA lowest percentile increased by 24%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Our school really put great focus in on our lowest quartile students. We provided tutors during the school day, incentives for Accelerated Reader, as well as using progress monitoring data to adjust instruction to the students' learning needs. All of these components coupled with open communication with families and lots of encouragement proved to have a positive increase on our lowest quartile students.

What strategies will need to be implemented in order to accelerate learning?

We believe continuing to put our focus on our lowest quartile students will provide the greatest opportunities for students to close learning gaps. For math we will continue our math learning labs as well as provide supplement spiral math material. For ELA we will offer a reading lab during the school day to help close the gaps of our students struggling to show proficiency. In addition, we will offer reading comprehension spiral review for our first graders. Lastly, we will offer more hands on science learning using science lab kits for all grade levels.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

For the supplement reading and math resources for grades 1-4 teachers will attend a webinar workshop. This workshop will afford teachers the opportunity to learn how to establish daily routine of retrieval practice, meaningful feedback, and ongoing assessment.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

We will continue to have meaningful data drive conversations and implement collaboration between all grade levels. We will continue making sure that each grade level is consistently teaching the standards required of
their grade level and adjusting their instruction based on what the data reveals is needed for student achievement.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	73% of 3rd, 4th, and 5th grade students were a Level 3 or higher on the 2019 FSA ELA Assessment in the spring of 2019. Sixty-nine percent of these students made learning gains and 70% of our Lowest Quartile students made learning gains. During the spring of 2020, FSA was canceled by our state due to Covid-19 school shutdowns. Last year, 2021, 3rd, 4th, and 5th grade students scoring at or above proficiency level remained the same at 73%. However, learning gains for our 5th grade students decreased to 64% and the learning gains for our Lowest Quartile students dropped to 68.75%. Even though this is not a CRITICAL need, it is still an area of concern that we will need to address.
Measurable Outcome:	75% of 3rd, 4th, and 5th grade students will score at or above proficiency level on the 2022 FSA ELA Assessment.
Monitoring:	This area of focus will be monitored schoolwide through progress monitoring assessments (iReady). In each individual classroom, Independent Reading Comprehension Checks, unit and benchmark assessments provided by the newly adopted ELA curriculum will be used to monitor this Area of Focus. Westside will use data collaboration meetings twice yearly to meet with teachers to discuss student progress towards this goal. Teachers will also implement data chats with students to see that progress toward their individual goal is being made.
Person responsible for monitoring outcome:	Dennis Dotson (dotsond@columbiak12.com)
Evidence-based Strategy:	This year, WES will have a Common Intervention Time of thirty minutes for all grade levels. During this 30 minutes, each teacher has an extra person (para, inclusion teacher, or lead team member) pushed into their classroom. This time is to be used specifically for ELA small group and one-to-one intervention and remediation based on data from iReady, informal assessments, and other assessments the teacher may use in her class.
Rationale for Evidence-based Strategy:	The rationale behind this particular strategy was to provide each classroom teacher with a 30-minute block of time each day to use for purposeful intervention, especially in the area of reading. During this 30 minutes, teachers with Reading Endorsements can provide the required interventions for Tier 2 and Tier 3 students. Since the intervention time is common across the grade level, teachers can utilize each other's areas of expertise and move students around to meet their specific needs.

Action Steps to Implement

No action steps were entered for this area of focus

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	During the 2019-2020 our lowest quartile students began going to a morning math lab to work building math fact fluency. This math lab was executed because only 44% of our lowest quartile students made learning gains on the 2019 Spring Math FSA. Due to Covid-19, the FSA was not given in the Spring of 2020, however the math lab was once again open for fact fluency practice as well as for the purpose of reviewing/reteaching missing prerequisite skills that were not learned due to the school shutdown. To accomplish this, the students worked in the online program I Know It Math. On the Spring 2021 Math FSA, our 64% of our lowest quartile students made learning gains. The percent of students making learning gains was 65.98%. With the show of positive results, WES will once again open a morning math lab.
Measurable Outcome:	Math learning gains of all students will increase from 65% to 68%. Math learning gains for lowest quartile students will increase from 64% to 66%.
Monitoring:	This area of focus will be monitored schoolwide through progress monitoring assessments (iReady). In each individual classroom, chapter and unit tests provided by the adopted math curriculum and grades will be used to monitor this Area of Focus. Westside will use data collaboration meetings twice yearly to meet with teachers to discuss student progress towards this goal. Teachers will also implement data chats with students to see that progress toward their individual goal is being made.
Person responsible for monitoring outcome:	Dennis Dotson (dotsond@columbiak12.com)
Evidence-based Strategy:	Once again, 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 programs, Reflex and I Know It 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 and/or they have missed being taught prerequisite skills due to the Covid shutdown in the spring of 2020 and online/hybrid learning last year. Research has shown that being fluent in math facts leads to greater success in learning new math skills. Also, we know that math skills build upon one another, so if a child is missing needed foundational skills that were taught in previous grade levels, he/she will not be successful with the more difficult skills taught at their current grade level.

Action Steps to Implement

No description entered

Person Responsible	Amanda Bullard (bullarda@columbiak12.com)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Another area of focus for WES is to continue to increase science proficiency. In the spring of 2019, 63% of fifth grade students scored a Level 3 or above on the state science assessment. Once again, Covid-19 and school shutdowns canceled the science assessment for the Spring of 2020. Last year 65.77% of fifth grade students scored at or above Level 3. Even though this area is not seen as a critical need, WES would like for science proficiency to increase once again this school year.
Measurable Outcome:	70% of 5th grade students will score at or above proficiency level on the 2021 state science test.
Monitoring:	This area of focus will be monitored schoolwide through progress monitoring assessments (Performance Matters Science). In each individual classroom, chapter and unit tests provided by the adopted science curriculum and grades will be used to monitor this Area of Focus. Also, each teacher will provide documentation in their lesson plans concerning the required monthly STEM/STEAM activity.
Person responsible for monitoring outcome:	Rachel Stephens (stephensr@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

#4. Culture & Environment specifically relating to Parent Involvement	
Area of Focus Description and Rationale:	According to our Annual Parent Survey, only 79 percent of our parents knew that our school has a Parent and Family Engagement Plan. Only 66% stated they had the opportunity to provide input to our Parent and Family Engagement Plan. 8% stated they didn't know about the Title 1 compact at the beginning of the year.
Measurable Outcome:	90% of parents will know about out Parent Engagement Plan. In addition, they will know they are able to submit input to the plan.
Monitoring:	We will monitor this area of focus by conducting Title I meetings ,sending monthly reminders to review our PFE through newsletters, and providing clarification on documentations. In addition, we will utilize creating and sending survey's via email in order to get input from parents with work schedules that conflict joining face to face meetings.
Person responsible for monitoring outcome:	Dasaisha Murphy (murphyd@columbiak12.com)
Evidence-based Strategy:	As a school WES is working to increase the percentage of parent and family involvement. We believe our parent and school relationship are vital to student achievement. In addition, having positive relationships with parents creates an effective school culture and environment.
Rationale for Evidence-based Strategy:	According to Strategies for Equitable Family Engagement, "Students whose families are involved in their school experiences are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school."

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Westside reported 0.5 incidents per 100 students. This rate is less than the Statewide elementary school rate of 1.0 incidents per 100 students. Westside ranks very low in drug/public incidents. Westside ranks very low in property incidents. Westside ranks middle in Violent Incidents. Westside reported 4 violent incidents out of 736 students. These incidents included physical attack, bullying , and threat or intimidation. To help keep the number of reports low and to reduce the number , WES will continuing recognizing students as our Deputy of the Week. WES has partnered with the Sherriff's Department and has a deputy on campus daily. Teachers work to appoint a new deputy in their classroom weekly. Our resource Deputy has lunch with these students and allows them to complete safety duty procedures with her during the week. These types of incentives rewarded for good behavior and decision making are what helps to keep disruptive discipline limited at WES.

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.

"It is a great day to be a Wildcat!" "Welcome to Westside! Where in the world would you rather be?" "Westside is the Bestside!" "Win the Day!" 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. Our administration and lead team are the first line of participants in promoting a positive culture and environment at our school. Each member of this team greets students as they get out of the car or off the bus each morning with a smile, a kind word, a hug, and encouraging words. Not only are these people welcoming children to school, but also numerous teachers and para professionals are also stationed on the sidewalk as students make their way to their classrooms. Fifth grade safety patrol students serve as mentors/escorts for some younger students who may need a little extra help getting to class. Parents are always welcome at WES. Scheduled lunch days allow parents to come and have lunch with their students. Afternoon activities such as Accelerated Reading Afternoons give parents the opportunity to come in and read with their child. Parents are encouraged to be a part of our PTO and School Advisory Council. Teachers are our greatest asset at Westside. We work very hard to recruit the best teachers from across our district and the state. Many of the teachers on staff have been at WES for a number of years. Teachers work closely and interact with the members of the lead team each day and are not afraid to come forward with problems or concerns that they may be experiencing. At WES we show appreciation for our faculty and staff through impromptu coffee truck mornings, doughnuts on payday, special lunch days, and special treats, just because they the BEST is at WES! WES provides may 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). One of the things 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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Stakeholders for Westside Elementary begin with district level personnel. Our superintendent, board members, and district level staff work hard to engage all of the stakeholders below them as active participants. Focusing on long term planning, they help to create school networks to address challenges

and share best practices. They work to create and share information and tools with administrators, teachers, staff, and parents and to establish policy built on quality practices. The next level of stakeholders will be found here at the school level. Our principal and assistant principal are responsible for planning and preparing the stakeholders at the school level to engage in school climate improvement efforts. There job is to set clear parameters and create a balanced partnership within the school. They encourage all stakeholders to work together, share responsibility as we work toward a shared purpose. This is done may times through co-leading and co-learning with members of the lead team and grade level chairs. These people work to incorporate improvement efforts and current initiatives with classroom teachers and to communicate results in ways that will be meaningful for all stakeholders. As we continue through the ladder of stakeholders. the next in line is our teachers and staff. They are responsible for engaging our students. Through valuing each students perspective and celebrating diversity among their pupils they are working to create tomorrow's leaders.

Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA				$208,877.30
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6300	130-Other Certified Instructional Personnel	0271 - Westside Elementary School	Title, I Part A	1.0	$64,134.80
		Notes: Curriculum Resource Teacher				
	6400	130-Other Certified Instructional Personnel	0271 - Westside Elementary School	Title, I Part A	0.5	$43,394.01
		Notes: Instructional Coach				
	6400	130-Other Certified Instructional Personnel	0271 - Westside Elementary School	Title II	0.25	$21,481.00
	5100	150-Aides	0271 - Westside Elementary School	Title, I Part A	1.0	$26,463.63
		Notes: Paraprofessional				
	5100	150-Aides	0271 - Westside Elementary School	Title, I Part A		$14,459.13
		Notes: 3 part-time tutors				
	5100	369-Technology-Related Rentals	0271 - Westside Elementary School	Title, I Part A	0.0	$24,484.50
		Notes: Web-based software license (iReady, Mind Play Reading Coach)				
	5100	510-Supplies	0271 - Westside Elementary School	Title, I Part A	0.0	$7,722.01
		Notes: Supplemental Instructional Materials (Scholastic News, Simple Solutions)				
	5100	510-Supplies	0271 - Westside Elementary School	Title, I Part A	0.0	$386.22
		Notes: General Materials & Supplies				
	5100	643-Capitalized Hardware and Technology-Related Infrastructure	0271 - Westside Elementary School	Title, I Part A	0.0	$4,698.00

	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			Notes: 2 Interactive Smart Boards and Stands			
	6400	330-Travel	0271 - Westside Elementary School	Title, I Part A	0.0	$452.00
			Notes: Conference fees and travel for teachers attending PD.			
	6400	750-Other Personal Services	0271 - Westside Elementary School	Title, I Part A	0.0	$452.00
			Notes: Substitutes teachers to substitute for teachers attending PD.			
	7730	330-Travel	0271 - Westside Elementary School	Title, I Part A	0.0	$750.00
			Notes: Conference fees and travel for school level administrator			
2	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$0.00**
3	**III.A.**	**Areas of Focus: Instructional Practice: Science**				**$0.00**
4	**III.A.**	**Areas of Focus: Culture & Environment: Parent Involvement**				**$5,468.10**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6150	510-Supplies	0271 - Westside Elementary School	Title, I Part A	0.0	$5,468.10
			Notes: Parent and Family Engagement materials and supplies to conduct parents and family engagement activities.			
					Total:	**$214,345.40**