

The School District of Desoto

# West Elementary School



2021-22 Schoolwide Improvement Plan

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# West Elementary School

304 W IMOGENE ST, Arcadia, FL 34266

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

## Demographics

**Principal: Leslie Nelson**

Start Date for this Principal: 6/28/2019

<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>2020-21 Title I School</b>	Yes
<b>2020-21 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2020-21 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Black/African American Students* Hispanic Students* White Students* Economically Disadvantaged Students*
<b>School Grades History</b>	2018-19: C (47%) 2017-18: C (45%) 2016-17: D (32%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	N/A
<b>Support Tier</b>	N/A
<b>ESSA Status</b>	
* 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 Desoto 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.

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## West Elementary School

304 W IMOGENE ST, Arcadia, FL 34266

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

### 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	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	55%

### School Grades History

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

### School Board Approval

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### SIP Authority

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### Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## Part I: School Information

### School Mission and Vision

#### Provide the school's mission statement.

The mission of West Elementary is to educate children to read with comprehension, write clearly, compute accurately, think, reason, and use information to solve problems.

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

Approaching all challenges with our best efforts.

### 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
Dubbert, Dan	Principal	School instructional leader, identify and implement the school vision, professional development, human resources, student achievement, motivator, lead learner, and coach
Nelson, Leslie	Assistant Principal	Assist the principal. School instructional leader, safety, daily operations and management of the staff, students, and school.
Beeler, Amanda	Reading Coach	Support teachers, leads professional development, and is responsible for Reading achievement. Also serves on the leadership team.
Meredith, Nikki	Math Coach	Support teachers, leads professional development, and is responsible for Math achievement. Also serves on the leadership team.
Nelson, Mike	Dean	Administrative dean of students who manages operations of student behavior and discipline.

### Demographic Information

#### Principal start date

Friday 6/28/2019, Leslie Nelson

**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.*

2

**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.*

8

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

52

**Total number of students enrolled at the school**

819

**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.**

4

**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	138	129	118	134	114	138	0	0	0	0	0	0	0	771
Attendance below 90 percent	0	0	0	0	24	26	0	0	0	0	0	0	0	50
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	2	0	0	0	0	0	0	0	2
Course failure in Math	0	0	0	0	1	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	42	13	0	0	0	0	0	0	0	55
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	11	0	0	0	0	0	0	0	11
Number of students with a substantial reading deficiency	0	0	0	0	0	13	0	0	0	0	0	0	0	13

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

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

**The number of students identified as retainees:**



Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	7	2	1	7	1	0	0	0	0	0	0	0	0	18
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Thursday 8/12/2021

**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	87	113	115	110	149	131	0	0	0	0	0	0	0	705
Attendance below 90 percent	0	0	34	23	30	26	0	0	0	0	0	0	0	113
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA	0	1	1	1	2	2	0	0	0	0	0	0	0	7
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide ELA assessment	0	0	0	0	20	19	0	0	0	0	0	0	0	39
Level 1 on 2019 statewide Math assessment	0	0	0	0	15	28	0	0	0	0	0	0	0	43
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	17	18	0	0	0	0	0	0	0	35

**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	2	0	1	1	0	1	0	0	0	0	0	0	0	5
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	87	113	115	110	149	131	0	0	0	0	0	0	0	705
Attendance below 90 percent	0	0	34	23	30	26	0	0	0	0	0	0	0	113
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	1	1	2	2	0	0	0	0	0	0	0	7
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	0	20	19	0	0	0	0	0	0	0	39
Level 1 on 2019 statewide Math assessment	0	0	0	0	15	28	0	0	0	0	0	0	0	43
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	17	18	0	0	0	0	0	0	0	35

### 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	3	1	1	0	1	0	0	0	0	0	0	0	13
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 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				44%	38%	57%	42%	34%	56%
ELA Learning Gains				55%	52%	58%	50%	48%	55%
ELA Lowest 25th Percentile				54%	51%	53%	54%	49%	48%
Math Achievement				45%	45%	63%	46%	41%	62%
Math Learning Gains				48%	57%	62%	44%	49%	59%
Math Lowest 25th Percentile				40%	55%	51%	44%	45%	47%
Science Achievement				46%	37%	53%	36%	33%	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	42%	34%	8%	58%	-16%
Cohort Comparison						
04	2021					
	2019	38%	37%	1%	58%	-20%
Cohort Comparison		-42%				
05	2021					
	2019	46%	41%	5%	56%	-10%
Cohort Comparison		-38%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	45%	40%	5%	62%	-17%
Cohort Comparison						
04	2021					
	2019	47%	51%	-4%	64%	-17%
Cohort Comparison		-45%				
05	2021					
	2019	35%	43%	-8%	60%	-25%
Cohort Comparison		-47%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	44%	36%	8%	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.

STAR Reports for ELA and Math  
Benchmark Testing for Science

<b>Grade 1</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	24	59	75
	Economically Disadvantaged	18	17	74
	Students With Disabilities	9	9	54
	English Language Learners	10	10	60
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			
<b>Grade 2</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	72	65	77
	Economically Disadvantaged	72	62	76
	Students With Disabilities	33	80	50
	English Language Learners	0	100	33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	53	69	63
	Economically Disadvantaged	55	69	56
	Students With Disabilities	62	55	45
	English Language Learners	0	58	20

<b>Grade 3</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	34	42	48
	Economically Disadvantaged	33	42	53
	Students With Disabilities	13	17	23
	English Language Learners	17	22	29
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31	49	67
	Economically Disadvantaged	29	48	52
	Students With Disabilities	10	28	25
	English Language Learners	28	29	50
<b>Grade 4</b>				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	27	39	44
	Economically Disadvantaged	25	35	43
	Students With Disabilities	15	26	33
	English Language Learners	0	25	25
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	54	69	55
	Economically Disadvantaged	52	68	53
	Students With Disabilities	33	52	38
	English Language Learners	25	50	67

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	37	32	37
	Economically Disadvantaged	38	32	38
	Students With Disabilities	7	0	21
	English Language Learners	8	0	7
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	43	57	52
	Economically Disadvantaged	45	57	50
	Students With Disabilities	16	26	28
	English Language Learners	27	38	33
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

**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	23	26	27	29	35	21	30				
ELL	19	29	42	33	38	23	16				
BLK	17	16		12	15		11				
HSP	31	36	44	37	41	35	21				
MUL				60							
WHT	38	21	9	42	38		27				
FRL	26	23	30	30	33	36	18				
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	38	51	32	44	57	44	29				
ELL	22	46	59	33	40	22	33				
BLK	41	67	60	43	58	64					

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
HSP	36	55	59	41	46	31	35				
MUL	27			18							
WHT	52	54	48	49	50	45	58				
FRL	41	58	55	40	46	38	41				
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	27	32	46	36	41	47	22				
ELL	30	55	42	32	24						
BLK	40	53		31	45	55	18				
HSP	33	52	54	42	40	39	27				
MUL	42			50							
WHT	49	46	53	51	47	42	45				
FRL	34	46	54	41	42	45	30				

### 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	32
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	6
Progress of English Language Learners in Achieving English Language Proficiency	37
Total Points Earned for the Federal Index	252
Total Components for the Federal Index	8
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	30
English Language Learners Subgroup Below 41% in the Current Year?	YES

English Language Learners	
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	14
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	36
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	60
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	29
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	



Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	28
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

Students performed below grade level in ELA, Math, and Science. Most subgroups performed below proficiency.

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

Student reading needs to be addressed across all grade levels, beginning with foundational skills, phonics, fluency, vocabulary, and comprehension. Reading proficiency and learning gains in reading have the highest potential for improvement.

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

The pandemic created many challenges that affected student achievement. The media center was closed for the entire school year. Students did not have regular access to books and materials. Student and teacher attendance was significantly lower than normal. Student collaboration and grouping was not allowed. We will return to an open media center and student collaboration in every classroom. Student and teacher attendance will be monitored and should improve this year.

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

The 4th grade student learning gains for Math showed the highest growth in student achievement.

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

Teachers implemented the Acaletics math intervention program to help students improve math skills.

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

Acceleration is a focus at West this year. We will use collaboration to focus on learning targets based on standards, teach rigorous lessons, provide daily accelerated intervention, and checks for understanding to monitor student learning.

#### 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.

We have aligned our Professional development around the targets of improved collaboration, outlining the new BEST standards, and side by side coaching to build capacity on staff. The Leader in Me professional development will focus on goal setting and monitoring student data.

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

Teacher Collective Efficacy will be another focus area which is proven to have a high effect size. Teacher learning walks will continue at West as job embedded professional development. We will build capacity with staff in professional development and coaching cycles to support student learning. Academics systems have been created and implemented to support instruction.

## Part III: Planning for Improvement

### Areas of Focus:

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

**Area of Focus Description and Rationale:** Reading is the focus of the first goal. Reading develops the mind and understanding the written word is one way the mind grows in its ability. English Language Arts skills are critical for success in school.

**Measurable Outcome:** By the end of the 21-22 school year, West Elementary school will increase the number of students who are proficient in Reading from 32% to 48% according to the FSA.

**Monitoring:** Increase reading stamina by increasing student words read from 53,000,000 to 100,000,000 according to AR.

**Person responsible for monitoring outcome:** Amanda Beeler (amanda.beeler@desotoschools.com)

**Evidence-based Strategy:** All students will receive planned targeted intervention based on analysis of student data.

**Rationale for Evidence-based Strategy:** Plan explicit impactful instruction, intervention, and assessment using the collaborative process  
Assess and review student work to calibrate proficiency. Provide intervention to build foundational skills and help students reach proficiency. Leveling students and providing what they need to be successful.

**Action Steps to Implement**

All students will receive planned targeted intervention based on analysis of student data. Plan explicit impactful instruction, intervention, and assessment using the collaborative process. Create targeted intervention groups based on placement tests for reading fluency and revisit groups after assessment and move students based on needs. Assess and review student work to calibrate proficiency. Provide intervention to build foundational skills and help students reach proficiency. Appropriately level student groups and provide what they need to be successful.

**Person Responsible** [no one identified]

Provide lessons that are scaffolded to ensure 80% of students are mastering the skill during the 1st instruction as measured by exit slips or other monitoring tool.

**Person Responsible** Amanda Beeler (amanda.beeler@desotoschools.com)

Increase reading stamina by increasing student words read from 53,000,000 to 100,000,000 according to AR.

**Person Responsible** [no one identified]

Increase academic vocabulary and student academic discourse by utilizing collaborative learning structures.

**Person Responsible** Amanda Beeler (amanda.beeler@desotoschools.com)

Train new teachers on SRA (3-5) and OG (K-2) Provide modeling and support for all teachers new to these programs.

**Person Responsible** Amanda Beeler (amanda.beeler@desotoschools.com)

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

**Area of Focus Description and Rationale:** This goal is focused on both Math and Science. Students need to think critically and have reasoning abilities to be successful in the world. Math fluency and skills are critical to success at school.

**Measurable Outcome:** By the end of the 21-22 school year, West Elementary school will increase the number of students who are proficient in Math from 37% to 50% according to the FSA and Science from 20% to 54% according to the Statewide Science Assessment.

**Monitoring:** The Math and Science goals will be monitored at the end of the year by the State assessment and will be monitored throughout the year by STAR, Acaletics Scrimmages and Science Benchmark assessments.

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

**Evidence-based Strategy:** Math intervention provided for 20-30 minutes daily.  
Align science domains district curriculum pacing calendar.  
Increase math fact fluency and academic vocabulary.  
Math Professional Development for all teachers.

**Rationale for Evidence-based Strategy:** The strategies were selected to align our structures and provide the best math and science instruction for our students.

**Action Steps to Implement**

Admin provides a Science pacing guide with guiding questions to all teachers. Walkthrough data shows teachers are following pacing guides across the school.

**Person Responsible** [no one identified]

Explicit instruction about MTR's and BEST standards provided by a training from Math coach.

**Person Responsible** Nikki Meredith (victoria.meredith@desotoschools.com)

Acaletics PD- Build capacity with teachers who are new to this program to effectively provide math intervention. Provide ongoing coaching and support to effectively implement the program and increase student math skills.

**Person Responsible** Nikki Meredith (victoria.meredith@desotoschools.com)

**#3. Culture & Environment specifically relating to Student Attendance**

<b>Area of Focus Description and Rationale:</b>	To be the highest performing elementary school in DeSoto County by increasing student and teacher attendance, high expectations for student learning and providing a positive classroom environment as measured by: classroom walkthrough data, improved student/teacher attendance, utilization of the 7 Habits, and student academic progress
<b>Measurable Outcome:</b>	We will measure student and teacher attendance. An MRA will be conducted surveying parents, staff, and students about the learning culture of our school. School academic data will be monitored based on formative and summative assessments.
<b>Monitoring:</b>	We will monitor attendance weekly on the classroom level and will track progress on WIG displays. We will monitor culture with the MRA in the spring. We will monitor student data after each assessment period.
<b>Person responsible for monitoring outcome:</b>	Leslie Nelson (leslie.nelson@desotoschools.com)
<b>Evidence-based Strategy:</b>	Leverage teacher Collaboration time by using a common structure to review data and plan lessons and to share professional practice. By the end of the 21-22 school year, West Elementary school student attendance data will improve from 83% to 95% each month because students are motivated to attend school. Monitor and recognize student attendance with the Golden Stetson Hat.
<b>Rationale for Evidence-based Strategy:</b>	To improve achievement and school grade by having high expectations for student learning and improving instruction by collaborative planning and implementation.

**Action Steps to Implement**

Teacher Collaboration will be guided by a specific agenda that results in outcomes to help support student learning. Training will be provided to academic coaches and team leaders to facilitate a productive collaboration and effectively use time to plan rigorous lessons for students. We will use collaboration time to plan use data, review student work with a specific timeline, agenda, and reflecting on teaching practice.

**Person Responsible** [no one identified]

To build classroom environments that reflect high expectations, rigor and include all students.

**Person Responsible** Leslie Nelson (leslie.nelson@desotoschools.com)

Refine our established the Leader in Me program to focus on student data and reaching specific goals (WIGS.)

**Person Responsible** [no one identified]

**#4. Culture & Environment specifically relating to Community Involvement****Area of Focus Description and Rationale:**

Strengthen the home school connection through increased communication and participation to accomplish the Desoto mission.

**Measurable Outcome:**

By the end of the 21-22 school year, West Elementary school will have all parents attend two school events after Open House as measured by sign in sheets. This will be accomplished by promoting school events, inviting, and welcoming parents.

**Monitoring:**

Parent connections will be measured by parent/teacher phone logs and sign in sheets at school events with the goal of increasing parent communication. The evidence will be the parent phone contact log with contacts at a minimum of four times a year.

**Person responsible for monitoring outcome:**

Mike Nelson (michael.nelson@desotoschools.com)

**Evidence-based Strategy:**

Partnering with the community and engaging families in education will help students be successful. Students with involved parents 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.

**Rationale for Evidence-based Strategy:**

When parents are engaged in their children's school lives, students have the home support and knowledge they need to not only finish their assignments, but also develop a lifelong love of learning.

**Action Steps to Implement**

Give parents your contact information and get to know them early in the school year. When they have questions, they'll feel comfortable reaching out to the school.

Provide opportunities for parents to connect with the school. Volunteer shifts, class activities, SAC or Boosters.

Share your classroom goals or expectations openly with parents at student led conferences.

Connect with parents in-person as much as possible. Use emails, texts, or apps to keep parents up-to-date on upcoming class events

Provide a welcoming school environment so parents will feel appreciated and willing to come into school.

**Person Responsible**

[no one identified]

Improve social media outreach to increase parent connections, increase parent knowledge, and communicate about events.

**Person Responsible**

Leslie Nelson (leslie.nelson@desotoschools.com)

Improve school welcoming environment by having a service mindset, train office staff on customer service techniques.

**Person Responsible**

[no one identified]

Monthly parent events: Boosters, SAC, and community involvement events.

**Person Responsible**

[no one identified]

One Book, One School program to connect families with reading to their children. Reading to children strengthens the emotional bonds between the adult reader and the child, providing those positive parent-child connections essential to a child's psychological health and academic growth.

**Person Responsible** [no one identified]

### Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.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.

**West Elementary is a leader in me school and student discipline is not a problem. We have a positive, proactive approach to discipline where we try to intervene before there is a problem. Our statewide rank reflects the success of this data. As compared to other schools, we are low or very low on all areas of reported incidents. There were only 0.1 incidents per 100 students. We are ranked 149 out of 1,395 elementary schools in the state.**

### 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.

To be the highest performing elementary school in Desoto county by increasing student and teacher attendance, high expectations for student learning and providing a positive classroom environment as measured by: classroom walkthrough data, improved student/teacher attendance, utilization of the 7 Habits, and student academic progress.

We will leverage teacher collaboration by using a common structure to review data and plan lessons to share professional practice.

We will use collaboration time to plan, review student work, and prepare rigorous lessons.

We will celebrate and recognize staff and student attendance.

We will connect as "One Team, One Family" this year as we work together to improve student learning.

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

The school administration will deliver the vision and motivate staff to reach their goals. They will provide feedback and coaching to ensure a positive learning environment. They will support teachers to ensure a positive environment at West.

The school leadership team will collaborate to create the school improvement plan and communicate to solve problems at the school.

The academic coaches will support staff to ensure there is a positive culture and environment at West.

The Lighthouse team has action teams that will work together to create events and systems to improve the school.

## Part V: Budget

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

1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
4	III.A.	Areas of Focus: Culture & Environment: Community Involvement	\$0.00
<b>Total:</b>			<b>\$0.00</b>