

Volusia County Schools

Westside Elementary School



2022-23 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: 6/16/2022

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2021-22 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	2021-22: C (41%) 2018-19: D (36%) 2017-18: D (36%)
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	TSI
* 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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School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 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	87%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		D	D

School Board Approval

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SIP Authority

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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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Copeland, Dwayne	Principal	Administrator - School and Instructional Leader
Glenn-Dixon, Tamla	Assistant Principal	Administrator - Assistant to the School and Instructional Leader
Dhawan, Kymberli	Other	SEL TOA/Caring School Community support, MTSS Chair
Harvard, Tamika	Math Coach	Math Instructional and curriculum support to teachers, including facilitating PLCs and implementing coaching cycles
Pena, Michelle	Other	Science Intervention support with specified small groups
Schwab, Theresa	Instructional Coach	ELA Instructional and curriculum support to teachers, including facilitating PLCs and implementing coaching cycles
Whipple , Zanetta	Instructional Coach	ELA Instructional and curriculum support to teachers, including facilitating PLCs and implementing coaching cycles
Riley, Eron	Other	Teacher on Assignment, support with discipline, security
Maltoni, Lisa	School Counselor	Support students with counseling to help improve their coping skills, academic achievement, and family concerns (attendance, mental health, etc.)

Demographic Information

Principal start date

Thursday 6/16/2022, Dwayne Copeland

Number of teachers with a 2022 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 2022 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.*

16

Total number of teacher positions allocated to the school

47

Total number of students enrolled at the school

618

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

5

Identify the number of instructional staff who joined the school during the 2022-23 school year.

5

Demographic Data**Early Warning Systems**

Using prior year's data, complete the table below with the number of students by current 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	105	95	85	104	102	109	0	0	0	0	0	0	0	600
Attendance below 90 percent	53	32	38	39	36	45	0	0	0	0	0	0	0	243
One or more suspensions	12	15	20	31	17	31	0	0	0	0	0	0	0	126
Course failure in ELA	0	0	0	40	15	15	0	0	0	0	0	0	0	70
Course failure in Math	0	0	0	22	14	1	0	0	0	0	0	0	0	37
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	52	45	54	0	0	0	0	0	0	0	151
Level 1 on 2022 statewide FSA Math assessment	0	0	0	54	36	59	0	0	0	0	0	0	0	149
Number of students with a substantial reading deficiency	7	11	24	24	16	52	0	0	0	0	0	0	0	134

Using the table above, complete the table below with the number of students by current grade level who have 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	10	11	22	55	35	58	0	0	0	0	0	0	0	191

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Date this data was collected or last updated

Thursday 8/4/2022

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	81	83	86	82	101	94	0	0	0	0	0	0	0	527
Attendance below 90 percent	35	38	45	29	48	32	0	0	0	0	0	0	0	227
One or more suspensions	15	14	20	10	22	18	0	0	0	0	0	0	0	99
Course failure in ELA	0	0	0	0	7	8	0	0	0	0	0	0	0	15
Course failure in Math	0	0	0	0	8	0	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	6	20	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	25	36	0	0	0	0	0	0	0	66
Number of students with a substantial reading deficiency	6	11	17	11	25	15	0	0	0	0	0	0	0	85

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	8	11	3	26	32	0	0	0	0	0	0	0	86

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

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	81	83	86	82	101	94	0	0	0	0	0	0	0	527
Attendance below 90 percent	35	38	45	29	48	32	0	0	0	0	0	0	0	227
One or more suspensions	15	14	20	10	22	18	0	0	0	0	0	0	0	99
Course failure in ELA	0	0	0	0	7	8	0	0	0	0	0	0	0	15
Course failure in Math	0	0	0	0	8	0	0	0	0	0	0	0	0	8
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	6	20	0	0	0	0	0	0	0	26
Level 1 on 2019 statewide FSA Math assessment	0	0	0	5	25	36	0	0	0	0	0	0	0	66
Number of students with a substantial reading deficiency	6	11	17	11	25	15	0	0	0	0	0	0	0	85

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	8	11	3	26	32	0	0	0	0	0	0	0	86

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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	32%	53%	56%				38%	56%	57%
ELA Learning Gains	49%						45%	56%	58%
ELA Lowest 25th Percentile	40%						38%	46%	53%
Math Achievement	32%	42%	50%				37%	59%	63%
Math Learning Gains	52%						34%	56%	62%
Math Lowest 25th Percentile	48%						15%	43%	51%
Science Achievement	32%	55%	59%				42%	57%	53%

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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	36%	58%	-22%	58%	-22%
Cohort Comparison		0%				
04	2022					
	2019	35%	54%	-19%	58%	-23%
Cohort Comparison		-36%				
05	2022					
	2019	38%	54%	-16%	56%	-18%
Cohort Comparison		-35%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	43%	60%	-17%	62%	-19%
Cohort Comparison		0%				
04	2022					
	2019	32%	59%	-27%	64%	-32%
Cohort Comparison		-43%				
05	2022					
	2019	33%	54%	-21%	60%	-27%
Cohort Comparison		-32%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	41%	56%	-15%	53%	-12%
Cohort Comparison						

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	12	34	31	18	38	43	21				
ELL	6	27	20	18	47						
BLK	30	49	41	26	50	41	27				
HSP	26	47	33	33	47		25				
MUL	31			38							
WHT	49	67		54	62		60				
FRL	30	48	41	30	53	50	31				
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	8	40		8	33						
ELL	5	20		14	40						
BLK	23	42	60	26	36		44				
HSP	25	31		31	38						
MUL	27			45							
WHT	40	42		39	25		25				
FRL	26	39	44	30	32	41	38				
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				

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	338
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	28
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	29
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	1
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	38
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	38
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	35
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	58
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	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

Across grade levels we noticed Learning Gains in ELA (from 39% to 49%) and Math (from 33% to 52%) increased across grade levels.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

- ELA, Math, and Science proficiency
- ESE ESSA Sub-group Learning Gains in ELA and Math

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

Core Instruction: Walkthrough trends show a lack of explicit and intentional instruction aligned to the indented learning of the standards

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

- Learning Gains: ELA (increase from 39% to 49%) and Math (increase from 33% to 52%)
- 4th grade Proficiency in ELA (increase from 14% to 35%) and Math (increase from 22% to 38%)

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

- Intervention Teachers (ELA and Math)
- Suspended Curriculum Tutoring
- Instructional Coaching Support

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

Coaching Support to Improve Core Instruction, Lesson Delivery, and Intervention in ELA, Math, and Science

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.

Professional Learning in the following areas:

- MTSS
- New Math Curriculum Map, Textbook Resources, and BIG M documents
- ELA

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

Progress Monitoring and providing structures - Data Chats, implement action steps
In addition, we will provide Professional Learning and follow up Coaching support.

SEL Professional Learning

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a critical need from the data reviewed.

As a result of our FSA Needs Assessment and Analysis the following has been noted:
-ELA Proficiency was at 32%, ELA Learning Gains was at 49% and the Lowest Quartile performed at 40%
-Math Proficiency was at 32%, Math Learning Gains was at 52% and the Lowest Quartile performed at 48%
-Science Proficiency was at 32%

This data indicates a need for explicit and intentional core instruction that is aligned to the intended learning of benchmarks and learning targets.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By February of 2023, 42% of students will show proficiency on benchmark-aligned common assessments.

By May of 2023, 90% of classroom teachers will provide students benchmark-aligned tasks as evidenced by walkthroughs.

Coaching practice, by April 2023, the number of teachers receiving Tier 2 and 3 support will decrease by 80%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

The following will be monitored:

- ELA, Math, and Science Instruction - Administrative/ Learning Walks with feedback, Coaching Support
- Data Chats (district assessments) to frequently monitor the impact of core instruction

Person responsible for monitoring outcome:

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

Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.

Core - Standards Aligned Instruction In ELA, Math, and Science

Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

According to John Hattie, Mastery Teaching has effect size of 0.57.

The goal is to focus on Standards Aligned Instruction

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Provide Professional Learning on New Instructional Resources

ELA - BEST and Benchmark Advance Resources

Math – Big Ideas Math Series, Curriculum Map, and Big M documents

Person Responsible

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

Conduct collaborative plannings and PLCs that focus on lesson development for core instruction. There will also be an emphasis on data analysis (iReady, District Assessments, Progress Monitoring, and FAST) to tier students for small group instruction, Walk to Intervention, Hands-on Science, and Math Intervention.

Person Responsible

Theresa Schwab (tlschwa1@volusia.k12.fl.us)

Conduct Learning Walks, including feedback, to monitor the effectiveness of core, small group instruction, and Walk to Intervention with Administrators, Coaches, and teachers.

Person Responsible

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

Create Coaching Cycles to support teachers with effective Core Instruction and lesson delivery practices in ELA, Math, and Science.

Person Responsible

Zanetta Whipple (zswhippl@volusia.k12.fl.us)

Collect, analyze, and disseminate data - data chats with teachers (quarterly), School leadership meetings (weekly), PLCs and Collaborative Planning (weekly).

Person Responsible

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

#2. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**Area of Focus
Description and
Rationale:****Include a rationale that explains how it was identified as a critical need from the data reviewed.**

As a result of our Needs Assessment and Analysis, it revealed that less than 1% of our lowest quartile reached proficiency in ELA and Math, well below the district and state average. Further analysis showed that most of the students in our lowest quartile are also in one or more of our 3 targeted ESSA subgroups, SWD, ELL, BLK.

Measurable**Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Learner outcome: By April of 2023, our goal will be to increase the percentage of our lowest quartile reaching proficiency (70%) to 10%, including our ESSA subgroups, SWD, ELL, and BLK.

Teacher practice: We will utilize district Unit Assessments in ELA and Chapter Assessments in Math to monitor progress of our LQ and ESSA subgroups. By May of 2023, 100% of teachers will provide appropriate interventions to students receiving tier 2 and tier 3 support, with integrity and fidelity.

Coaching practice: By April of 2023, tier 2 and tier 3 coaching cycles will decrease by 80%.

**Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.**

This area of focus will be monitored through fidelity checks of the interventions that were selected to ensure the fidelity and integrity of implementation. Monthly PLCs and Collaboratively Planning will engage in data analysis of LQ and ESSA subgroup students to determine the effect of the intervention. The instrument for data collection will be ELA and Math Look Fors and Teacher/Student Action Steps.

Person responsible for monitoring outcome:

[no one identified]

**Evidence-based Strategy:
Describe the evidence-based strategy being implemented for this Area of Focus.**

The evidence-based strategy being implemented is a district-wide Multi-tiered System of Supports.

(ELA) K-4 will implement SIPPS which is a systematic foundational skills program. It will be monitored through fidelity checks during intervention time and through monitoring of Mastery test data. 3-5 will implement Benchmark Advance Comprehension Intervention. It will be monitored through Benchmark weekly and district unit assessments. (MATH) To support Tiered Learners the following programs are utilized: Ready Math Teacher Toolbox, Tools for Instruction, and Big Ideas resources. Fidelity of implementation will be monitored through Big Ideas Chapter Assessments.

**Rationale for Evidence-based Strategy:
Explain the rationale for selecting this specific**

The potential benefits of a Multi-Tiered System of Supports were outlined in John Hattie's work and can yield an effect size of 1.29, when implemented with fidelity.

strategy.
Describe the
resources/
criteria used for
selecting this
strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Review students in intervention from the previous year and set up intervention groups based on those students. Plan for movement of students either in or out of those intervention groups. Determine how to meet the needs of these students in Tier 2 and Tier 3 interventions based on the Decision Rules and ICEL (Instruction, Curriculum, Environment, Learner) strategy.

Person Responsible Theresa Schwab (tlschwa1@volusia.k12.fl.us)

Support teacher participation in Professional Learning through ERPLs on MTSS systems and structures.

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

Conduct learning walks (with feedback) and coaching support to ensure fidelity and proper implementation of interventions.

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

Conduct monthly PLCs and Collaboratively Planning that focus on data analysis of LQ and ESSA subgroup students to determine the effectiveness of the interventions. An emphasis will also be placed on lesson delivery, curriculum resources, the classroom setting, and students using the ICEL model.

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

Collect, analyze, and disseminate Tier II/III and ESSA subgroup data - data chats with teachers (quarterly), School leadership meetings (weekly), PLCs and Collaborative Planning (weekly).

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

#3. Positive Culture and Environment specifically relating to Positive Behavior Intervention and Support (PBIS)

Area of Focus

Description and

Rationale:

Include a rationale that explains how it was identified as a critical need from the data reviewed.

As a result of our analysis of our Attendance (including tardies data), it revealed that 45% of students at Westside Elementary had 15 or more absences. This placed those students on the habitual truancy list.

Measurable

Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

By February 2023, our students will decrease the Chronic Absenteeism to 35%. By January 2023, 80% of classroom teachers will utilize the MTSS Process for Attendance to document tardies and absences after 5 unexcused absences.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Attendance is monitored using warning letters that will be sent out at the 5, 10, and 15 day absences by the School Registrar. Teachers will receive copies of the letters, which will serve as documentation to support next steps. Attendance will be discussed weekly at School Leadership meetings and at quarterly data chats. In addition, our Chronic Absenteeism will be monitored weekly with support from our School Social Worker.

Person responsible for monitoring outcome:

Kymberli Dhawan (kkdhawan@volusia.k12.fl.us)

Evidence-based

Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

According to FLDOE BEST Practices for Improving Attendance, implementing a system of shared school-based and community-based problem solving to assist in developing interventions to break down barriers to school attendance.

Rationale for Evidence-based

Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Building a positive school climate and providing a safe environment for students is directly linked to attendance and time on task in classroom - engagement and learning.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

School Registrar will send warning letters that will be sent out at the 5, 10, and 15 day absences.

Person Responsible Kymberli Dhawan (kkdhawan@volusia.k12.fl.us)

When letters are sent out, teachers receive copies which serves as documentation to support next steps of the MTSS Attendance process. As part of the steps in the process, teachers also schedule meetings with our MTSS Chairperson to discuss next steps.

Person Responsible Kymberli Dhawan (kkdhawan@volusia.k12.fl.us)

Attendance will be discussed weekly at School Leadership meetings and quarterly at data chats.

Person Responsible Kymberli Dhawan (kkdhawan@volusia.k12.fl.us)

School-based Incentives:

- Quarterly Eagle Pride Celebration for students that are consistently coming to school.
- Monthly incentives are provided for students that have met monthly attendance goals.

Person Responsible Lisa Maltoni (llmalton@volusia.k12.fl.us)

Students that are habitually truant are referred to the School Social Worker and an attendance contract is developed.

Person Responsible Kymberli Dhawan (kkdhawan@volusia.k12.fl.us)

RAISE

The RAISE program established criteria for identifying schools for additional support. The criteria for the 2022-23 school year includes schools with students in grades Kindergarten through fifth, where 50 percent or more of its students, for any grade level, score below a level 3 on the most recent statewide English Language Arts (ELA) assessment.

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

As a result of our Needs Assessment and Analysis it revealed the following Proficiency Data by Grade Level:

Kindergarten - 68%

1st Grade - 42%

2nd Grade - 40%

This is based on ELA district assessment data utilizing SIPPS Mastery tests, Unit assessments and iReady.

Additionally, data from our school-level walkthroughs indicate a need for explicit and intentional instruction aligned to grade-level foundational skills.

Grades 3-5: Instructional Practice specifically relating to Reading/ELA

As a result of our Needs Assessment and Analysis it revealed that our ELA Proficiency was 19%. Based on ELA district assessment data for students in 3rd grade 16%, 4th grade 21% and 5th grade 19% of students are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

Additionally, walkthrough data indicates a need for explicit and intentional instruction aligned to the intended learning of the benchmark.

Measurable Outcomes:

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K-3, using the new coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment.
- Each grade 3-5 where 50 percent or more of its students scored below a level 3 on the most recent statewide, standardized ELA assessment and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2: Measureable Outcome(s)

Increase the percentage of students in each grade level that are on track to pass the statewide ELA assessment according to district ELA assessment data.

By January 2023, 60% of students will show proficiency on benchmark aligned unit assessments.

By May 2023, 80% of classroom teachers will provide students benchmark-aligned tasks as evidenced by walkthroughs. By May 2023, the number of teachers receiving Tier 2 and 3 coaching support will decrease by 75%.

Grades 3-5: Measureable Outcome(s)

Increase the percentage of students in each grade level that are on track to pass the statewide ELA assessment according to district ELA assessment data.

By January 2023, 40% of students will show proficiency on benchmark aligned unit assessments.

By May 2023, 85% of classroom teachers will provide students benchmark-aligned tasks as evidenced by walkthroughs.

By May 2023, the number of teachers receiving Tier 2 and 3 coaching support will decrease by 75%.

Monitoring:

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will take place with evaluating impact at the end of the year.

The following will be monitored:

- ELA Instruction - Administrative/Learning Walks with feedback, Coaching Support
- Data Chats (district assessments) to frequently monitor the impact of core instruction

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Schwab, Theresa, tlschw1@volusia.k12.fl.us

Evidence-based Practices/Programs:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. Â§7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Evidence-based practices/programs being implemented are ELA Benchmark Advanced Curriculum aligned to the BEST Standards, SIPPS in K-4 to address foundational skills, daily small group differentiated instruction utilizing ELA Benchmark Advanced Curriculum to also include the intervention and enrichment toolkit. Additionally, collaborative planning with grade level teams utilizing a planning protocol.

Rationale for Evidence-based Practices/Programs:

Explain the rationale for selecting the specific practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified practices/programs show proven record of effectiveness for the target population?

We will use the district approved ELA resources and curriculum for core instruction as well as interventions. These address the identified need and have a record for effectiveness of our population per the district.

Action Steps to Implement:

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
<p>ELA Collaborative Planning with grade level teams to include support teachers, administration, academic coach, and regional resource teachers. Academic Coach and regional resource teacher in order to ensure that instruction and students tasks are aligned to the benchmark.</p> <p>Literacy Coaching team, including District Transformation Resource Teachers, will facilitate Collaborative Planning using the ELA Planning Protocol. Formative and summative assessment data will be considered during planning.</p>	<p>Whipple , Zanetta , zswhippl@volusia.k12.fl.us</p>
<p>Monitor ELA assessment data during weekly PLCs and School Leadership Team Meetings. Academic Coaches, regional resource teacher, administration, and support staff will participate as appropriate. Additionally, a focus on Tier 2 and 3 students through progress monitoring will occur and instructional decisions made to increase student achievement.</p>	<p>Schwab, Theresa, tlschwa1@volusia.k12.fl.us</p>
<p>Select teachers will participate in ongoing tier 1 and tier 2 level coaching support in ELA with the academic coaches. This support will include observations, feedback, modeling, lesson planning, assessment review, and as appropriate mini professional learning sessions.</p>	<p>Schwab, Theresa, tlschwa1@volusia.k12.fl.us</p>

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

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.

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

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 Sanford Harmony, 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) and Food Brings Hope. 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.