Duval County Public Schools

Westview K 8

2022-23 Schoolwide Improvement Plan

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Westview K 8

5270 CONNIE JEAN RD, Jacksonville, FL 32210

http://www.duvalschools.org/westview

Demographics

Principal: Katharine Fulginiti

Start Date for this Principal: 8/3/2022

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
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* Asian Students Black/African American Students Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2021-22: B (56%) 2018-19: D (38%) 2017-18: C (43%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	[Cassandra Brusca](#)
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* 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 Duval 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)
Combination School PK-8	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	85%

School Grades History

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

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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 Westview K-8 is to develop life-long learners using the best teaching practices and involving all stakeholders in creating an environmentally conscious community promoting green practices.

Provide the school's vision statement.

The vision of Westview K-8 is to create an environmentally responsible and diverse learning community in which all stakeholders effectively collaborate to enhance student achievement and create life-long learners.

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
Barnes, Vicki	Assistant Principal	To assist the principal in completing all administrative tasks that include building management, leading and monitoring instruction, and facilitating the adult learning that impacts student achievement.
Byers, Bridgette	Reading Coach	To assist the principal with instructional development support and assessment coordination.
Fulginiti, Katharine	Principal	Instructional leader and cultivator of mission, vision, climate, and culture. Oversees all operational aspects and development and management of school faculty and staff.
Gibson, Jack	Assistant Principal	To assist the principal in completing all instructional and administrative tasks that include building management, leading and monitoring instruction, and facilitating the adult learning that impacts student achievement.
Rowan-Thomas, Regina	Assistant Principal	To assist the principal in completing all instructional and administrative tasks that include building management, leading and monitoring instruction, and facilitating the adult learning that impacts student achievement.

Demographic Information

Principal start date
Wednesday 8/3/2022, Katharine Fulginiti

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.*

5

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.*

15

Total number of teacher positions allocated to the school

100

Total number of students enrolled at the school

1,220

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

25

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

23

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
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 8/11/2022

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	
Number of students with a substantial reading deficiency	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	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	0	0	0	0	0	0	0	0	0	0	0	0	0	
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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	33%	47%	55%				30%	54%	61%
ELA Learning Gains	51%						41%	56%	59%
ELA Lowest 25th Percentile	51%						32%	53%	54%
Math Achievement	43%	40%	42%				33%	57%	62%
Math Learning Gains	61%						46%	57%	59%
Math Lowest 25th Percentile	73%						41%	52%	52%
Science Achievement	30%	45%	54%				25%	50%	56%
Social Studies Achievement	71%	50%	59%				51%	76%	78%

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	31%	51%	-20%	58%	-27%
Cohort Comparison		0%				
04	2022					
	2019	30%	52%	-22%	58%	-28%
Cohort Comparison		-31%				
05	2022					
	2019	25%	50%	-25%	56%	-31%
Cohort Comparison		-30%				
06	2022					
	2019	36%	47%	-11%	54%	-18%
Cohort Comparison		-25%				
07	2022					
	2019	21%	44%	-23%	52%	-31%
Cohort Comparison		-36%				
08	2022					
	2019	31%	49%	-18%	56%	-25%
Cohort Comparison		-21%				

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	44%	61%	-17%	62%	-18%
Cohort Comparison		0%				
04	2022					
	2019	42%	64%	-22%	64%	-22%
Cohort Comparison		-44%				
05	2022					
	2019	30%	57%	-27%	60%	-30%
Cohort Comparison		-42%				
06	2022					
	2019	24%	51%	-27%	55%	-31%

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
Cohort Comparison		-30%				
07	2022					
	2019	27%	47%	-20%	54%	-27%
Cohort Comparison		-24%				
08	2022					
	2019	12%	32%	-20%	46%	-34%
Cohort Comparison		-27%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2022					
	2019	23%	49%	-26%	53%	-30%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-23%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	26%	40%	-14%	48%	-22%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	49%	69%	-20%	71%	-22%
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	53%	57%	-4%	61%	-8%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

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	22	48	53	37	64	71	26	37			
ELL	15	34	29	34	56	68	10	40			
ASN	55			91							
BLK	30	50	55	40	61	78	25	70	91		
HSP	31	52	43	39	62	66	27	57			
MUL	45	58		58	74		50				
WHT	41	57	55	52	60	71	44	79			
FRL	31	50	54	42	61	74	30	66	86		
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	22	30	29	34	50	60	23	20			
ELL	7	31	32	22	52	56	21				
ASN	50			100							
BLK	27	31	29	34	47	58	20	39	89		
HSP	27	32	37	32	45	62	30				
MUL	41	45		53	55						
WHT	39	42	32	49	51	54	28	58			
FRL	27	34	34	35	46	55	21	47	87		
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	17	35	32	20	43	44	13	29			
ELL	16	34	22	27	48	46	20				
BLK	25	37	33	28	43	38	22	40	39		
HSP	29	41	24	30	42	44	21	53			
MUL	47	41		44	46		42	73			
WHT	39	49	40	40	54	50	29	71	31		
FRL	27	38	32	31	44	46	24	50	31		

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)	ATSI
OVERALL Federal Index – All Students	56
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	53
Total Points Earned for the Federal Index	558
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	73
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	56
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	48
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	57
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	57
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	54
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?

Each content area increased for an overall improvement of two school letter grades (D to B). Seven of the nine areas improved by double digit gains from the 18-19 and 20-21 school years. Improvement from ELA = Prof. +3, ELA GR = +10, ELA LPQ = +19, Math Prof +10, Math GR = +15, Math LPQ +32, Sci Prof = +5, Civics = +20, Alg = +53.

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

The areas that show the greatest need of improvement are: Language Arts Proficiency and Science Proficiency. Math proficiency can also use continued focus.

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 previous achievement spiral and virtual learning set back (created by the global pandemic) has significant contribution to the lower performing proficiencies.

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

All growth buckets for ELA and math showed significant improvement. More over, the proficiencies in Civics ad Algebra were huge successes.

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

There was a large and significant influx of new hires to the school. They mobilized around the vision, standards based instruction, and instructional pedagogy rolled out by school administrators.

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

More focused time and strategy into reading intervention primary - 8th grade.

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.

Science of Reading training, Benchmark deepdives and vertical alignment sessions, ESOL and ESE best practices and training, PBIS support

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

Targeted coaching collaboration cycles, intentional common weekly planning, quarterly data chats with students and teachers, before and afterschool tutoring, targeted supplemental instructional support (IXL, Quizziz, LLI, iReady, Freckle, etc.).

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 ELA	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Language Arts instruction will use the new state standards and curriculum resources to improve academic proficiency by at least 7%.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	Although ELA has improved in each category over the last two years, there is however, a need to increase language arts proficiency towards a 40% proficiency average. A 7% increase for the 22.23 school year (40%) is accessible under the new state standards, monitorable with the tri FAST assessments, and gets the school closer to the actuated goal (45%)
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	This area of focus will be monitored using, renewed walkthrough observation, feedback and data collection, standards based assessments within the curricula assessments and the tri FAST assessments data.
Person responsible for monitoring outcome:	Bridgette Byers (byersb@duvalschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Weekly common planning and collaboration, coaching cycles and feedback loops, data analysis/data chats.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Collaboration and coaching support are proven strategy for success.

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.

Title I funds will be used to add supplemental personnel (teachers, math and reading interventionists, dean) or supplemental materials to provide classroom instruction, specialized instruction and additional support to increase student achievement. Title I funds will also be used for tutoring funds as well as purchase technology to support instruction.

Person Responsible   [no one identified]

The Title I grant project and funds will be leveraged for supplemental programming and will be used to implement salaried and non-salaried activities. The activities and strategies include hiring 2 kindergarten teachers, a 5th grade and a 6th grade teacher, a social studies middle school teacher and an ESOL middle school teacher, 4 math interventionists, 3 reading interventionists and a dean of students. In

addition, non-salaried activities will include: IXL math enrichment program, Reflex math remediation, iReady Reading Assessment and toolbox, and WriteScore Reading Standards Curriculum, Resources and Assessment, Acaletic materials to increase math skills and supplemental materials and supplies.

Person Responsible   Bridgette Byers (byersb@duvalschools.org)

#2. Instructional Practice specifically relating to B.E.S.T. Standards	
Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	With new BEST math standards K-8 and new BEST ELA standards 3-8, it is critical we focus on understanding the benchmarks and prioritize professional development around planning and delivery and data analysis towards benchmarks.
Measurable Outcome: **State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**	95% + of teachers will plan and execute benchmark aligned lessons.
Monitoring: **Describe how this Area of Focus will be monitored for the desired outcome.**	Student FAST data and weekly classrooms walk throughs.
Person responsible for monitoring outcome:	Katharine Fulginiti (beattyk1@duvalschools.org)
Evidence-based Strategy: **Describe the evidence-based strategy being implemented for this Area of Focus.**	Ongoing weekly walk throughs, observation and coaching cycles, data chats, common planning sessions.
Rationale for Evidence-based Strategy: **Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**	Collaboration and data analysis are key to success and necessary for tracking progress.

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.

The Title I grant project and funds will be leveraged for supplemental programming and will be used to implement salaried and non-salaried activities. The activities and strategies include hiring 2 kindergarten teachers, a 5th grade and a 6th grade teacher, a social studies middle school teacher and an ESOL middle school teacher, 4 math interventionists, 3 reading interventionists and a dean of students. In addition, non-salaried activities will include: IXL math enrichment program, Reflex math remediation, iReady Reading Assessment and toolbox, and WriteScore Reading Standards Curriculum, Resources and Assessment, Acaletic materials to increase math skills and supplemental materials and supplies. We will also use Title I funds to support tutoring initiatives and purchase technology to support instruction.

Person Responsible   Katharine Fulginiti (beattyk1@duvalschools.org)

Reading and math interventionists are a crucial part of the instructional strategy to support student and meet their needs. Common planning and data chats create an instructional cycle that promotes and monitors progress. Technology is essential in supplementing standards based lessons. Tutoring will help insure all students needs are met.

Person Responsible   Katharine Fulginiti (beattyk1@duvalschools.org)

#3. ESSA Subgroup specifically relating to English Language Learners	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Our ESSA subgroup for ELLs is at 38%. We have over 110 ELLs at Westview (9%).
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	Our ESOL subgroup will move above 43% as it pertains to Florida expectations. 100% of Westview teachers will know how to modify lessons and grading to accommodate ESOL students.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	We will monitor reading and writing progress for this subgroup using WIDA and FAST assessments.
Person responsible for monitoring outcome:	[no one identified]
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	We will hire multiple ESOL paras to support instruction and planning.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Students especially at WIDA level 1 and 2 levels benefit from direct language support and clustering in schedules.

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.

No action steps were entered for this area of focus

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

Grades K-2 focus on the science of reading--helping students with phonological awareness, phonics, and fluency. These first 3 years are the foundation to reading and writing. Teachers will use STAR and iReady to track progress in these areas.

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

We will continue building foundational reading skills and math concepts in grades 3-5 while focusing on Florida Benchmarks. The master schedule allows for reading intervention support for all students to meet them at their level. Our reading interventionists and Mainstream tutors will also support small group reading instruction in 3rd-5th.

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)

100% of teachers will plan and deliver standards aligned lessons in alignment to the BEST standards to support ELA and RAISE goals.
KG through 2nd graders will make stretch growth as measured by iReady in reading and math.
85% of rising third graders will start third grade on or above grade level.
Monitoring:

Grades 3-5: Measureable Outcome(s)

Reading proficiency will move to 40%. Level 2 students will move to level 3. We will use Achieve3000 to track lexiles which should increase 20+ each month.

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.

Weekly standard walk throughs will monitor teacher planning and delivery.
Student reading data will show growth towards goals. 20+ points in lexile each month, PM growth in percentile rank.

Person responsible for monitoring outcome:
Select the person responsible for monitoring this outcome.

Fulginiti, Katharine, beattyk1@duvalschools.org

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. §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?

-Weekly common planning sessions which focus on standards based
planning and delivery methods in alignment to highly effective teaching
-Monthly PD that focuses on vertical alignment (planning) and video PLCs
which focus on instructional delivery
-Peer observations and lesson studies
-We will use coaches, interventionists, and our media specialist to facilitate
planning sessions and lesson studies

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 want to provide opportunities for collaboration both vertically and
horizontally as well as across grade levels. We must establish collective
responsibility for results. We must align on academic language and
approach.

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
1.) Coordinate with district ELA support and DOE Literacy support to plan a cohesive reading plan for Westview including vision for reading intervention, professional development scope and sequence, and ongoing progress monitoring systems.	Fulginiti, Katharine, beattyk1@duvalschools.org

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.

Our mission and vision drive school culture. As a team we will work to identify indicators core values and align as a staff on what excellent teaching and learning look
like and sound like. The leadership team operates with the belief that "the speed of the leader
is the speed of the team." We set the example and are focused on instruction and building
relationships with all stakeholders. Our foundations committee has collaborated on effective
systems to ensure safety and efficiency. We will be collaborating during quarter 1 on a schoolwide
PBIS system to further promote positive behavior.

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

Parents/Guardians-We believe partnering with our families is an integral component to
providing an excellent education. We work to communicate clearly and consistently. We work
to involve our families as much as possible through virtual and in-person events and invite
them to SAC and PTA meetings.

Community Members and Business Partners--We need to establish more connections in the
community. This is an area of growth we are working on this year.