Columbia County School District

Westside Elementary School

2022-23 Schoolwide Improvement Plan

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Westside Elementary School

1956 SW COUNTY ROAD 252B, Lake City, FL 32024

http://wes.columbiak12.com/

Demographics

Principal: Jennifer Saucer

Start Date for this Principal: 1/3/2022

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)	85%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (70%) 2018-19: A (67%) 2017-18: A (64%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan was approved by the Columbia County School Board on 10/25/2022.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](www.floridacims.org)

Purpose and Outline of the SIP

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

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School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	85%

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

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

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SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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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.

Westside Elementary is a school and family partnership committed to success by putting students first. Each child is supported educationally, as well as emotionally, to unlock and nourish their unique strengths. This enables them to acquire needed skills and knowledge to become successful lifelong learners. Westside Elementary strives to produce self-motivated, enthusiastic, and active learners who will become respectful and responsible citizens in the global community.

Our mission is to provide a safe and supportive community for all learners, where academic and personal excellence are expected and where great habits are created one day at a time. Part of this mission includes establishing and building relationships with the larger community and encouraging parent and community involvement at WES. Through these relationships, students will have the opportunity to see themselves and their school as a part of a community of people that is strong, supportive and caring.

Provide the school's vision statement.

Westside Elementary will continuously reflect upon and respond to the needs of all learners as we and our students strive to acquire the skills, attitudes, and knowledge to be creative problem solvers, reflective thinkers and caring citizens of a global community. At Westside Elementary, we create great habits one day at a time by striving to "WIN THE DAY" every single day! Everyday is a great day at Westside. Where in the world would you rather be?

School Leadership Team

Membership
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
Saucer, Jennifer	Principal	Budget/Purchases Evaluations Leave Forms SAC Discipline Absentee Problems Professional Development Plans Title I Administrator Data Analysis School Needs Assessment Oversight of all phases of the operation of the school Facilities - Supervision of maintenance, custodial, and facility needs
Stephens, Rachel	Assistant Principal	Curriculum Development Professional Learning Communities Lesson Plans Truancy/Absentee Problems Evaluations School/District Calendar Fundraising Coordination Coordination of field trips and special events County Recognition Programs Great News Network
Bullard, Amanda	Instructional Coach	Planning and Implementing Staff Development Planning and Implementing Progress Monitoring Para Intervention Schedule Assessments/MTSS/Data Analysis Chair of Literacy Council Curriculum Support Modeling Instructional Resources Coaching / Mentoring Testing Coordinator K-2 SAC Chair
Murphy, Dasaisha	Curriculum Resource Teacher	Curriculum Orders (textbooks) Title I Coordinator Title I Inventory SAC/SIP Student Recognition Programs Newspaper Liaison Parent Resource Room Teacher Resources Parent Involvement Volunteer Coordinator SAC CoChair

Name	Position Title	Job Duties and Responsibilities
Hunter, Kelly	School Counselor	MTSS Coordinator Classroom guidance Guidance Groups ESE referrals Counseling Referrals Child-Study Team Coordination C & F Coordination FSA Coordination ESOL 504 Coordinator

Demographic Information

Principal start date

Monday 1/3/2022, Jennifer Saucer

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.*

4

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.*

11

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

692

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

6

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

6

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	118	114	117	101	100	95	0	0	0	0	0	0	0	645
Attendance below 90 percent	20	21	17	14	13	12	0	0	0	0	0	0	0	97
One or more suspensions	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	2	7	3	1	3	0	0	0	0	0	0	0	16
Course failure in Math	0	0	3	1	3	1	0	0	0	0	0	0	0	8
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	4	6	7	0	0	0	0	0	0	0	17
Level 1 on 2022 statewide FSA Math assessment	0	0	0	3	7	6	0	0	0	0	0	0	0	16
Number of students with a substantial reading deficiency	17	7	14	14	7	10	0	0	0	0	0	0	0	69

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	2	4	3	4	4	0	0	0	0	0	0	0	17

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	8	4	3	5	0	1	0	0	0	0	0	0	0	21
Students retained two or more times	0	0	0	2	1	3	0	0	0	0	0	0	0	6

Date this data was collected or last updated

Monday 8/29/2022

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

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

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

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	7	8	5	4	3	0	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	3	2	3	3	0	0	0	0	0	0	0	11

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

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

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

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
					Grade Level									
Retained Students: Current Year	7	8	5	4	3	0	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	3	2	3	3	0	0	0	0	0	0	0	11

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	74%	58%	56%				73%	60%	57%
ELA Learning Gains	74%						69%	60%	58%
ELA Lowest 25th Percentile	61%						70%	67%	53%
Math Achievement	79%	55%	50%				78%	66%	63%
Math Learning Gains	75%						69%	61%	62%
Math Lowest 25th Percentile	67%						44%	50%	51%
Science Achievement	62%	67%	59%				63%	55%	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	81%	68%	13%	58%	23%
Cohort Comparison		0%				
04	2022					
	2019	69%	62%	7%	58%	11%
Cohort Comparison		-81%				
05	2022					

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	68%	59%	9%	56%	12%
Cohort Comparison		-69%				

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	83%	70%	13%	62%	21%
Cohort Comparison		0%				
04	2022					
	2019	66%	64%	2%	64%	2%
Cohort Comparison		-83%				
05	2022					
	2019	80%	65%	15%	60%	20%
Cohort Comparison		-66%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	62%	59%	3%	53%	9%
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	42	61	56	45	50	38	21				
BLK	65	83	100	78	83	83	31				
HSP	81	84		81	63		55				
MUL	58			67							
WHT	76	72	50	80	76	69	69				
FRL	64	67	56	72	74	66	63				

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	37	58		50	67		39				
BLK	61	50		58	35		38				
HSP	74			78							
MUL	69			75							
WHT	79	69	73	85	71	87	76				
FRL	66	57	70	70	60	56	57				

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	54	70	81	66	68	50	25				
BLK	62	56	67	53	51	32	33				
HSP	84	91		84	73						
MUL	67	64		94	82						
WHT	75	72	72	82	72	50	69				
FRL	65	66	75	71	59	43	51				

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)	N/A
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	492
Total Components for the Federal Index	7
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	45
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	
English Language Learners Subgroup Below 41% in the Current Year?	N/A

English Language Learners	
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	75
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	73
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	63
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	70
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	66
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?

The trends that emerge across grade levels , subgroups and core content areas show that for the subgroups SWD, HSP, WHT the overall ELA achievement decreased significantly. While our BLK and SWD ELA Learning Gains increased between 10-27% . Our ELA Learning Gains for our Lowest Quartile decreased tremendously. Our SWD, HSP, MUL data shows that overall Math Achievement and Math Learning Gains decreased. Our Math Learning Gains for our Lowest Quartile increased for all subgroups except our SWD. This group had a 12% decrease.

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

The data components, based off progress monitoring and 2022 state assessments, that demonstrate the greatest need is our Lowest Quartile for both 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?

We believe the contributing factors to this need for improvement is hugely do to Covid. The students tested are the same students that missed crucial months in school during their first, second, and third grade year. We believe missing those foundational skills for both ELA and Math were the contributing factors. We will need to use this data to identify the students who need the most support. Small group instruction and the use of research based intervention, by highly-effective teachers, paraprofessionals, and tutors will be the action we take towards addressing the need to close the learning gap of our lowest quartile students.

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

The data components, based off progress monitoring and 2022 state assessments, showing the most improvement can be found in our overall math proficiency. Grade 4 had an 8% increase of students scoring level 3 or higher on FSA Math. Grade 3 had an increase of 12%. Grade 4 had an increase in proficiency of 19%. Grade 5 had an increase of 3%.

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

The contributing factors for this improvement is having more human resources to implement before and after school tutoring. Students were able to come to school earlier four days a week to receive basic math fact fluency support. After school, students were invited to stay for remediation. In addition,

students received support during the school hours from highly effective tutors. We used Reflex Math and iKnow It Math as our leading research based programs.

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

We believe the actions we took towards our core math content area need to be to kept in place to continue accelerating learning. In addition, having data chats weekly will be a strategy we use to identify students who are not progressing as well as their peers. Identifying students early affords us the opportunity to provide them with the support needed. Ultimately, this allows students a greater advantage to having learning gaps close.

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.

The professional development opportunities that will be provided to support teachers and leaders will be geared towards implementing effective small group instruction that is based on the needs of the learners. Westside will provide Kagan Cooperative learning training to increase the effectiveness of small group instruction.

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

The leaders of our school will meet with teachers weekly to discuss the progress of learners who have been identified. We will provide teachers with highly- effective paraprofessionals and tutors who are trained to help with interventions.

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.	The rationale that supports this area as a critical need is subgroups and core content areas show that for the subgroups SWD, HSP, WHT the overall ELA achievement decreased significantly. While our BLK and SWD ELA Learning Gains increased between 10-27% . Our ELA Learning Gains for our Lowest Quartile decreased tremendously.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	75% of 3rd, 4th, and 5th-grade students will score at Level 3 or above on the 2023 ELA F.A.S.T.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored schoolwide through progress monitoring assessments (F.A.S.T.). In each individual classroom, Independent Reading Comprehension Checks, unit and benchmark assessments provided by the ELA curriculum will be used to monitor this Area of Focus. Westside will use data collaboration meetings twice yearly to meet with teachers to discuss student progress towards this goal. Teachers will also implement data chats with students to see that progress toward their individual goal is being made.
Person responsible for monitoring outcome:	Jennifer Saucer (saucerj@columbiak12.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	This year, WES will once again have a Common Intervention Time of thirty minutes for all grade levels. During this 30 minutes, each teacher has an extra person (para, inclusion teacher, tutor or lead team member) pushed into their classroom. This time is to be used specifically for ELA small group and one-to-one intervention and remediation based on data from F.A.S.T. ELA, STAR Reading, and STAR Early Literacy, informal assessments, and other assessments the teacher may use in her class.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria	The rationale behind this particular strategy was to provide each classroom teacher with a 30-minute block of time each day to use for purposeful intervention, especially in the area of reading. During this 30 minutes, teachers with Reading Endorsements can provide the required interventions for Tier 2 and Tier 3 students. Since the intervention time is common across the grade level, teachers can utilize each other's areas of expertise and move students around to meet their specific needs.

**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.

1. Purchased Heggerty to be used with all Kindergarten and First grade students to reinforce establishing a strong foundation in Phonological and Phonemic Awareness
2. Purchased Phonics for Reading for 2nd and 3rd graders who are struggling with foundational reading skills
3. Hire one additional tutor and one additional paraprofessional to provide support to our lowest quartile
4. In the spring, after mid year assessment data, open a morning lab for students to receive extra reading support

**Person
Responsible**   Jennifer Saucer (saucerj@columbiak12.com)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	The rationale for this area of focus comes from FSA Math 2022 which indicates that overall Math Achievement decreased by 1%. However, students making learning gains in math increased by 6 %. Our Math Learning Gains for our Lowest Quartile increased for all subgroups except our SWD. This group (SWD) had a 12% decrease.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	80% of 3rd, 4th, and 5th-grade students will score at Level 3 or above on the 2023 Math F.A.S.T.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored schoolwide through progress monitoring assessments (F.A.S.T. Math and STAR Math). In each individual classroom, chapter and unit tests provided by the newly adopted Savvas math curriculum and grades will be used to monitor this Area of Focus. Westside will use data collaboration meetings once a month to meet with teachers to discuss student progress towards this goal. Teachers will also implement data chats with students to see that progress toward their individual goal is being made.
Person responsible for monitoring outcome:	Jennifer Saucer (saucerj@columbiak12.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Once again, if needed, Westside Elementary will be opening a math lab each morning beginning in January for students identified in the lowest quartile. This lab will incorporate a researched based online math programs, Reflex and I Know It Math. Also, all students in grades 3-5 will visit the technology lab every 6 days to work on online math programs. (Reflex, Study Island, I Know It Math)
Rationale for Evidence-based Strategy: Explain the rationale for	We believe that many students identified in the lowest quartile are not successful at on grade level math because they are lacking math fact fluency and/or they have missed being taught prerequisite skills due to the adoption of new math standards and gaps between MAFS and BEST. Math skills build upon one another, so if a child is missing needed foundational or prerequisite skills that were taught in previous grade levels, he/she will not be successful with the more difficult skills taught at their current grade level.

selecting this specific strategy.	
Describe the resources/ criteria used for selecting this strategy.	Also, research has shown that being fluent in math facts leads to greater success in learning new math skills.

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.

1. Using Focus Analytics, identify students who scored in the lowest quartile on the 2021 Math FSA.
2. Open the technology lab each morning at 7:10 for these students to work on Reflex Math.
3. Each student's fact fluency will be monitored through twice weekly timed fact tests beginning with addition and progressing through division as the student masters each one.
4. Students will be able to earn tickets daily and weekly by attending daily, mastering facts, and earning Reflex Milestones. Earned tickets will be put into a drawing for weekly prizes on Friday.
5. Prizes may include candy, pizza party, lunch with the principal, etc....

Person Responsible	Jennifer Saucer (saucerj@columbiak12.com)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Another area of focus for WES is to work to increase science proficiency. In the spring of 2022, 62% of fifth grade students scored a Level 3 or above on the state science assessment. Even though this area is not seen as a critical need, WES would like for science proficiency to increase this school year.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	65% of 5th-grade students will score at Level 3 or above on the 2023 state science test.
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	This area of focus will be monitored schoolwide through progress monitoring assessments (FOCUS Science Assessments). In each individual classroom, chapter and unit tests provided by the adopted science curriculum and grades will also be used to monitor this Area of Focus. Each, grades K-5, teacher will provide documentation in their lesson plans concerning the required monthly STEM/STEAM activity.
Person responsible for monitoring outcome:	Jennifer Saucer (saucerj@columbiak12.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	As a school WES is working on increasing science proficiency in 5th grade by providing a strong foundation of science standards in all grades. Each month, WES requires all teachers to have a STEM/STEAM activity or science experiment planned for their students.
Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	Hattie's research has shown that problem based learning and discovery based teaching used in science experiments and hands on activities are potentially able to accelerate student achievement.

Action Steps to Implement
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.

1. WES invites students to STEAM during the summer to review summer science.
2. Purchased Science Flex Kits for fifth grade students. These kits cover standards students learned in both third and fourth grade.
3. Each classroom will complete a science project
4. STEAM Days are enforced once monthly school-wide.

Person Responsible   Jennifer Saucer (saucerj@columbiak12.com)

#4. Positive Culture and Environment specifically relating to Parent Involvement

Area of Focus Description and Rationale: **Include a rationale that explains how it was identified as a critical need from the data reviewed.**	Another area of focus for WES is our parent input for our Family Engagement Plan. Only 78% of our parents report having an opportunity to provide input on Westside's parent and family engagement plan.

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

Through Parent and Family Engagement activities, student academic achievement will increase as noted in the Measurable Outcomes for ELA, Math, and Science.

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

We will monitor this area of focus by conducting Title I meetings ,sending monthly reminders to review our PFE through newsletters, and providing clarification on documentations. In addition, we will utilize creating and sending survey's via email in order to get input from parents with work schedules that conflict joining face to face meetings.

Person responsible for monitoring outcome:

Dasaisha Murphy (murphyd@columbiak12.com)

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

As a school, WES is working to increase the percentage of parent and family involvement. We believe parent and school relationships are vital to student achievement. In addition, having positive relationships with parents creates an effective school culture and environment.

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

According to Strategies for Equitable Family Engagement, "Students whose families are involved in their school experiences are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school."

Action Steps to Implement 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.

1. This year we added an invitation to our Meet the Teacher sign up sheet asking parents to join our SAC
2. We will send personal reminders to all the parents who expressed interest
3. We will send reminders via email and using our call out systems
4. An invitation for parent input will be in our monthly newsletters

Person Responsible   Dasaisha Murphy (murphyd@columbiak12.com)

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

NA

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

NA

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)

NA

Grades 3-5: Measureable Outcome(s)

NA

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.

NA

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

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?

NA

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?

NA

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

NA

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.

It is a great day to be a Wildcat!" "Welcome to Westside! Where in the world would you rather be?" "Westside is the Bestside!" "Win the Day!" These are just a few of the phrases that students, parents, staff, and teachers hear and say everyday. Westside works very hard to build a positive school culture and environment where parents feel welcome, teachers enjoy teaching and students enjoy learning. Our administration and lead team are the first line of participants in promoting a positive culture and environment at our school. Each member of this team greets students as they get out of the car or off the bus each morning with a smile, a kind word, a hug, and encouraging words. Not only are these people welcoming children to school, but also numerous teachers and para professionals are also stationed on the sidewalk as students make their way to their classrooms. Fifth grade safety patrol students serve as mentors/escorts for some younger students who may need a little extra help getting to class. Parents are always welcome at WES. Scheduled lunch days allow parents to come and have lunch with their students. Afternoon activities such as Accelerated Reading Afternoons give parents the opportunity to come in and read with their child. Parents are encouraged to be a part of our PTO and School Advisory Council. Teachers are our greatest asset at Westside. We work very hard to recruit the best teachers from across our district and the state. Many of the teachers on staff have been at WES for a number of years. Teachers work closely and interact with the members of the lead team each day and are not afraid to come forward with problems or concerns that they may be experiencing. At WES we show appreciation for our faculty and staff through impromptu coffee truck mornings, doughnuts on payday, special lunch days, and special treats, just because they the BEST is at WES! WES provides may activities where students are recognized for positive behavior (Bucket Fillers, Class Compliment Jars), achievement and citizenship (Students of the Month, WOW Students, Award's Day). One of the things that we are most proud of is Positive Post It Day".. On this day, positive signs and words are hung all around campus for students to see. Every teacher receives a positive note about their class on their door. Every student receives a personalized positive post it note from their teacher and every teacher and staff member receive a positive post it note from someone on campus. This activity is coordinated by our guidance counselor.

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

Stakeholders for Westside Elementary begin with district level personnel. Our superintendent, board members, and district level staff work hard to engage all of the stakeholders below them as active participants. Focusing on long term planning, they help to create school networks to address challenges and share best practices. They work to create and share information and tools with administrators, teachers, staff, and parents and to establish policy built on quality practices. The next level of stakeholders will be found here at the school level. Our principal and assistant principal are responsible for planning and preparing the stakeholders at the school level to engage in school climate improvement efforts. There job is to set clear parameters and create a balanced partnership within the school. They encourage all stakeholders to work together, share responsibility as we work toward a shared purpose. This is done may

times through co-leading and co-learning with members of the lead team and grade level chairs. These people work to incorporate improvement efforts and current initiatives with classroom teachers and to communicate results in ways that will be meaningful for all stakeholders. As we continue through the ladder of stakeholders. the next in line is our teachers and staff. They are responsible for engaging our students. Through valuing each students perspective and celebrating diversity among their pupils they are working to create tomorrow's leaders.