

The School District of Desoto

West Elementary School



2022-23 Schoolwide Improvement Plan

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West Elementary School

304 W IMOGENE ST, Arcadia, FL 34266

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

Demographics

Principal: Leslie Nelson

Start Date for this Principal: 6/16/2022

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* White Students* Economically Disadvantaged Students*
School Grades History	2021-22: D (39%) 2018-19: C (47%) 2017-18: C (45%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	N/A
Support Tier	N/A
ESSA Status	CSI
* 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 Desoto County School Board.

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

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West Elementary School

304 W IMOGENE ST, Arcadia, FL 34266

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

School Demographics

School Type and Grades Served (per MSID File)	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	55%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Approaching all challenges with our best efforts.

School Leadership Team

Membership

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
Binkowski, Sherrie	Principal	Mrs. Binkowski serves as the principal of West Elementary School supporting staff and students for full implementation of the school improvement plan. She will ensure that the plan is implemented with fidelity across the entire school, as well as guide any discussions regarding changes that may need to be implemented throughout the year. She will also present data (or a designee in her absence) to all members of the school advisory council throughout the year to show progress towards those goals.
Nelson, Leslie	Assistant Principal	Mrs. Nelson serves as the assistant principal for West Elementary School. She supports professional development, school discipline and instructional staff that result in student learning.
Meredith, Nikki	Math Coach	Mrs. Meredith is the math coach for West Elementary School. She supports West Elementary School by training teachers, providing resources, and modeling lessons. She also leads data meetings with teachers and disaggregates data throughout the year for ease of sharing with teachers.
Harrison, Terri	Dean	Mrs. Harrison serves as the dean of West Elementary School. She supports school discipline, attendance, and instructional staff that result in student learning. She leads the PBIS committee.
Solinger, Christina	Reading Coach	Mrs. Solinger is the reading coach for West Elementary School, grades K - 2. She supports West Elementary School by training teachers, providing resources, and modeling lessons.

Demographic Information

Principal start date

Thursday 6/16/2022, Leslie Nelson

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.*

1

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.*

8

Total number of teacher positions allocated to the school

52

Total number of students enrolled at the school

762

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

9

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	121	138	128	162	94	119	0	0	0	0	0	0	0	762
Attendance below 90 percent	0	32	17	24	22	18	0	0	0	0	0	0	0	113
One or more suspensions	0	3	1	6	1	6	0	0	0	0	0	0	0	17
Course failure in ELA	0	0	15	8	29	7	0	0	0	0	0	0	0	59
Course failure in Math	0	0	10	4	19	15	0	0	0	0	0	0	0	48
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	35	18	52	0	0	0	0	0	0	0	105
Level 1 on 2022 statewide FSA Math assessment	0	0	0	28	17	42	0	0	0	0	0	0	0	87
Number of students with a substantial reading deficiency	0	0	0	28	17	42	0	0	0	0	0	0	0	87
	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	5	7	2	38	0	0	0	0	0	0	0	0	0	52
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

Tuesday 7/26/2022

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

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

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

The number of students identified as retainees:

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

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

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

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

The number of students identified as retainees:

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

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	34%	34%	56%				44%	38%	57%
ELA Learning Gains	41%						55%	52%	58%
ELA Lowest 25th Percentile	48%						54%	51%	53%
Math Achievement	37%	43%	50%				45%	45%	63%
Math Learning Gains	38%						48%	57%	62%
Math Lowest 25th Percentile	43%						40%	55%	51%
Science Achievement	32%	39%	59%				46%	37%	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	42%	34%	8%	58%	-16%
Cohort Comparison		0%				
04	2022					
	2019	38%	37%	1%	58%	-20%
Cohort Comparison		-42%				
05	2022					
	2019	46%	41%	5%	56%	-10%
Cohort Comparison		-38%				

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	45%	40%	5%	62%	-17%
Cohort Comparison		0%				
04	2022					
	2019	47%	51%	-4%	64%	-17%
Cohort Comparison		-45%				
05	2022					
	2019	35%	43%	-8%	60%	-25%
Cohort Comparison		-47%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	44%	36%	8%	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	14	29	38	21	38	39	15				
ELL	14	40		21	35		6				
BLK	20	38	42	10	28	31	20				
HSP	34	53	65	39	40	57	28				
MUL	38			46	40						
WHT	38	31	35	40	37	35	36				
FRL	27	39	47	28	37	40	27				
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	23	26	27	29	35	21	30				
ELL	19	29	42	33	38	23	16				
BLK	17	16		12	15		11				
HSP	31	36	44	37	41	35	21				
MUL				60							
WHT	38	21	9	42	38		27				
FRL	26	23	30	30	33	36	18				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	38	51	32	44	57	44	29				
ELL	22	46	59	33	40	22	33				
BLK	41	67	60	43	58	64					
HSP	36	55	59	41	46	31	35				
MUL	27			18							
WHT	52	54	48	49	50	45	58				
FRL	41	58	55	40	46	38	41				

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)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	323
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	29
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	1
English Language Learners	
Federal Index - English Language Learners	28
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	27
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	1
Hispanic Students	
Federal Index - Hispanic Students	46
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	41
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	
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	36
White Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	37
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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 trend with the data is fairly consistent dips and increases throughout the years across the content areas and components of the school grade. Math achievement does tend to trend higher with proficiency than both ELA and science. The data used for this was FSA and state testing.

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

Although all areas need improvement, the lowest area is ELA proficiency, as demonstrated through FSA testing.

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

One of the reasons for the lower scores in ELA is the COVID pandemic that has effected the students' phonics foundation. These students were in kindergarten when they missed the last quarter of school. The new actions that will be taken this school year will be a focus on small group instruction, research-based programs for Tiers 1, 2 and 3 interventions, and regular feedback on instructional strategies occurring in the classroom.

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

The area that showed the most improvement was ELA gains for the bottom quartile based on FSA.

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

This improvement was based upon students receiving interventions as needed throughout the year.

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

In order to accelerate learning, students will receive small group instruction in both ELA and math throughout the year. Frequent feedback will also be given to teachers regarding instructional strategies. Data chats will also be held throughout the year outlining how students are performing.

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.

All teachers will be attending UFLI professional development which outlines effective ELA instruction, focusing on the Science of Reading. Teachers will also receive professional development on small-group instruction effectiveness and how to arrange those in the classroom. The teachers will also attend a training on the new B.E.S.T. math standards.

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

Capacity will be built within the leadership team by working with all leaders within the school. There will also be clear communication between the administrative team and teachers throughout the year regarding process towards the goals. Expectations regarding instructional strategies will also be shared with teachers and a focus on feedback throughout the year.

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.**

This area was identified as a critical need due to low student proficiency in ELA. By using the following research based strategies, West Elementary will increase the student proficiency in ELA.

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

By the end of the 22-23 school year, West Elementary School will increase the number of students scoring above the 50 PR on STAR Reading from 38% to 54%. State assessment proficiency will increase from 34% to 54%. In walkthrough data collected, 75% of classroom visits during designated small group ELA instructional time will be occurring effectively. Coaching will occur by a coach modeling small group instruction at least 20 times by the end of the year in grades 3 to 5.

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

This Area of Focus will be monitored by pulling STAR data after each administration in August, December, March and May. Another source of data that will be monitored will be the benchmark assessments that are completed at the end of each quarter. There will be VIEW visits and data discussions with the district occurring quarterly to review student growth, as well as teacher and coach effectiveness. Tier 2 and Tier 3 students will be determined by STAR, benchmark assessments, FSA results, classroom grades, attendance, as well as district monitoring assessments completed by all teachers.

Person responsible for monitoring outcome:

Sherrie Binkowski (sherrie.binkowski@desotoschools.com)

Provide small group instruction using research-based programs during small groups and intervention time.

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

Use differentiation strategies during the 90 minute block of ELA for Tier 1 instruction.

Professional development provided on structured literacy by UFLI throughout the year. Training is provided by UFLI and support throughout the year provided by reading coaches.

ELA Task Force created to align standards, curriculum and assessments. During these task force meetings, teachers and coaches will work collaboratively to ensure that all materials utilized are standards based to the same level of rigor as the BEST standards.

Rationale for Evidence-based Strategy:

Small group instruction will provide teachers with the opportunities to work more closely with students on skills that they may need.

Explain the rationale for selecting this specific strategy.

Differentiation will allow all students to be successful in gaining proficiency of all standards.

Describe the resources/ criteria used for selecting this strategy.

Professional development through UFLI will be to support implementation of structured literacy in the classroom, which will increase ELA proficiency.

The ELA task force is designed to help teachers and administrators ensure that all materials that are being used in the classroom are aligned properly to all standards.

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 development on the effective implementation of small groups.

Person Responsible

Christina Solinger (christina.solinger@desotoschools.com)

Implement research-based curriculum for all small group instruction, including Tier 2 interventions and Tier 3 interventions.

Person Responsible

Nikki Meredith (victoria.meredith@desotoschools.com)

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

Person Responsible

Sherrie Binkowski (sherrie.binkowski@desotoschools.com)

Increase academic vocabulary by incorporating school-wide vocabulary word of the week

Person Responsible

Sherrie Binkowski (sherrie.binkowski@desotoschools.com)

Collaborative planning will occur with all teachers on Tuesday and Thursday to assist in the development of curriculum alignment and allow coaches to provide feedback to lessons designed.

Person Responsible

Christina Solinger (christina.solinger@desotoschools.com)

UFLI professional development will occur throughout the year. All teachers will attend the training to provide support for full implementation of UFLI.

Person Responsible

Christina Solinger (christina.solinger@desotoschools.com)

Data chats will occur quarterly. During these data chats, formative assessments, screeners, STAR and FAST data will be utilized to determine student needs. This will include the formation of small groups, as well as intervention groups.

Person Responsible

Sherrie Binkowski (sherrie.binkowski@desotoschools.com)

Implement a task force that will meet throughout the year. During these task force meetings, the teachers will work together to ensure that all curriculum are aligned properly with the standards, as well as creating common assessments to use throughout the year.

Person Responsible

Christina Solinger (christina.solinger@desotoschools.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.

Students need to think critically and have reasoning abilities to be successful in the world. Math fluency and skills are critical to success at school.

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

By the end of the 22-23 school year, West Elementary School will increase the number of students in grades K-2 scoring above the 50 PR on STAR from 49% to 54%. Students in grades 3-5 will score an average of at least 75% on district-created math assessments. Student proficiency on the state assessment will increase from 37% to 54%. In walkthrough data collected, 100% of classroom visits during designated math instructional time will be aligned to BEST standards. Coaching will occur by modeling at least 20 different lessons throughout the year in various classrooms in grades 3 to 5.

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

STAR testing results will be reviewed after each STAR administration in August, December, March and May. The district-created assessments will be reviewed after each administration. Another source of data that will be monitored will be the benchmark assessments that are completed at the end of each quarter. There will be VIEW visits and data discussions with the district occurring quarterly to review student growth, as well as teacher and coach effectiveness.

Person responsible for monitoring outcome:

Sherrie Binkowski (sherrie.binkowski@desotoschools.com)

Provide small group instruction using research-based programs during small groups and intervention time

Use differentiation strategies during the math instructional block for Tier 1 instruction.

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

Professional development provided to teachers regarding small group instruction by the district math coaches.

Professional development utilizing a book study where teachers will focusing on implementing the following mathematical practices: Model with mathematics and Reason abstractly and quantitatively. Teachers will create lesson plans utilizing these mathematical practices and provide feedback based on the lessons developed and effectiveness.

Math Task Force created to align standards, curriculum and assessments. During these task force meetings, teachers and coaches will work collaboratively to ensure that all materials utilized are standards based to the same level of rigor as the BEST

standards.

Professional development will be provided to teachers by the math coach in regards to the implementation of math interventions.

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

Small group instruction will provide teachers with the opportunities to work more closely with students on skills that they may need.

Differentiation will allow all students to be successful in gaining proficiency of all standards.

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.

Explicit instruction about B.E.S.T. standards

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

Utilize common assessments for math instruction and math automaticity.

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

Increase common academic vocabulary by incorporating school-wide vocabulary word of the week.

Person Responsible Sherrie Binkowski (sherrie.binkowski@desotoschools.com)

Data will be collected from math common assessments to determine student needs. This will include small group instruction and math intervention.

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

Collaborative planning will occur with all teachers on Tuesday and Thursday to assist in the development of curriculum alignment and allow coaches to provide feedback to lessons designed.

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

Implement a task force that will meet throughout the year. During these task force meetings, the teachers will work together to ensure that all curriculum are aligned properly with the standards, as well as creating common assessments to use throughout the year.

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

#3. Positive Culture and Environment specifically relating to Behavior**Area of Focus Description and****Rationale:**

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

Behavior of students can impact achievement in several ways. The first way is through disruption of the school environment and learning of other students. The second way is through suspensions of students where they will miss instructional time throughout the year.

Measurable Outcome:

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

By the end of the 2022-2023 school year, the number of referrals will decrease from 561 to 550.

Monitoring:

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

This will be monitored through performance matters and Skyward.

Person responsible for monitoring outcome:

Terri Harrison (terri.harrison@desotoschools.com)

Evidence-based Strategy:

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

Implement a PBIS system throughout the school.

Create a plan for Tier 2 and Tier 3 behavior interventions utilizing research-based strategies.

Rationale for Evidence-based Strategy:

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

PBIS is a system where students are rewarded through a positive intervention. The students will work to earn the rewards, which will in turn decrease the negative behaviors.

Interventions will need to be utilized to help students who struggle maintaining appropriate behaviors.

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.

PBIS system will be created school wide.

Person Responsible

Terri Harrison (terri.harrison@desotoschools.com)

Work with district behavior specialists to create Tier 2 and Tier 3 interventions.

Person Responsible

Terri Harrison (terri.harrison@desotoschools.com)

#4. 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.**

For the 2022-2023 school year, science will be a focus based on data from the state science assessment completed by 5th grade in May 2022.

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

On the end -of-year science assessment administered by the state in May 2023, the number of students determined to be proficient will increase from 34% to 54%. In walkthrough data collected during STEAM walkthroughs, at least 15 different science labs will be seen by the end of the school year.

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

This data will be collected from district-created science assessments throughout the year. These data will be discussed in data chats. Another source of data that will be monitored will be the benchmark assessments that are completed at the end of each quarter. There will be VIEW visits and data discussions with the district occurring quarterly to review student growth, as well as teacher and coach effectiveness.

Person responsible for monitoring outcome:

Sherrie Binkowski (sherrie.binkowski@desotoschools.com)

Utilize study island in the classrooms to support science curriculum

Work within the STEAM classroom to review science standards for grades 3-5

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

Create one-pager notes for standards that will be assessed on the science assessment that will be housed in STEAM for the students to carry from one grade level to another

Science labs will be completed through STEAM by aligning standards with labs and lining up with the scope and sequence utilized in all grade levels.

Science Task Force created to align standards, curriculum and assessments. During these task force meetings, teachers and coaches will work collaboratively to ensure that all materials utilized are standards based to the same level of rigor as the BEST standards.

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

Study Island is a tool that the teachers can use to help reinforce the science standards.

Science standards being reviewed multiple times will help students review the content prior to the science assessment

Science labs will allow students to experience hands-on activities to help with the understanding of the science standards

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.

Create folders for each student in grades 3-5 that will contain the standards on the state assessment that will travel with the student from grade level to grade level. This will be completed in STEAM.

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

Administer district created assessments during assigned time to evaluate data throughout the year.

Person Responsible Sherrie Binkowski (sherrie.binkowski@desotoschools.com)

Science labs will be completed in the STEAM room that will be aligned to the scope and sequence that is used in the classroom.

Person Responsible Sherrie Binkowski (sherrie.binkowski@desotoschools.com)

Implement a task force that will meet throughout the year. During these task force meetings, the teachers will work together to ensure that all curriculum are aligned properly with the standards, as well as creating common assessments to use throughout the year.

Person Responsible Nikki Meredith (victoria.meredith@desotoschools.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

In grades K-2 38% of the students performed above the 50th PR on STAR Reading, which is the concordant level for proficiency on FSA.

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

In grades 3 - 5, 34% of the students were proficient on the FSA administered in May 2022.

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)

By the end of the 22-23 school year, West Elementary School will increase the number of students scoring above the 50 PR on STAR Reading from 38% to 54%.

Grades 3-5: Measureable Outcome(s)

By the end of the 22-23 school year, West Elementary School will increase the number of students scoring above the 50 PR on STAR Reading from 38% to 54%.

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.

Students in grades K - 2 will complete the STAR Reading in August, December, March and May. These data will be reviewed during data chats with the teachers after each administration. Students in grades 3-5 will complete the F.A.S.T. in August, December and May. These data will be reviewed as soon as the state releases that data. Students in grades 3-5 will also complete the STAR Reading in August, December, March and May, which will be reviewed with teachers after each administration.

Person responsible for monitoring outcome:

Select the person responsible for monitoring this outcome.

Meredith, Nikki , victoria.meredith@desotoschools.com

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?

Provide small group instruction using research-based programs during small groups and intervention time

Use differentiation strategies during the 90 minute block of ELA for Tier 1 instruction.

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?

Small group instruction will provide teachers with the opportunities to work more closely with students on skills that they may need.

Differentiation will allow all students to be successful in gaining proficiency of all standards.

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
Provide professional development on the effective implementation of small groups.	Meredith, Nikki , victoria.meredith@desotoschools.com
Implement research-based curriculum for all small group instruction, including Tier 2 interventions and Tier 3 interventions.	Binkowski, Sherrie, sherrie.binkowski@desotoschools.com
Increase academic vocabulary by incorporating school-wide vocabulary word of the week	Binkowski, Sherrie, sherrie.binkowski@desotoschools.com

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.

All stakeholders are important to help build a positive school culture and environment. West Elementary works closely with Boosters and other stakeholders within the community. They are involved in planning events at the school, as well as the development and approval of the School Improvement Plan.

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

Boosters - Help organize events and provide monetary donations as needed
School faculty and staff - Help support events and initiatives in the school
Parents and families - Support students at home