

Baker County School District

Westside Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Westside Elementary School

1 PANTHER CIR, Glen St Mary, FL 32040

www.bakerk12.org

School Board Approval

This plan was approved by the Baker County School Board on 10/2/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

"New Friendships, New Beginnings"

Westside Elementary is a child-centered school that empowers all students to reach their full potential, build their emotional, social and physical well-being, embrace learning for life, and become successful citizens.

Provide the school's vision statement.

Westside Elementary School students will become academically proficient problem-solvers and life-long learners through the support of parents, peers, teachers, and the community.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Murphy, Kelley	Principal	
Hickox, Heather	Assistant Principal	
Miller, Suzie	School Counselor	
Crews, Debbie	Instructional Coach	
Rhoden, Cheryl	Other	
South, Marie	Teacher, K-12	
Sheridan, Kathy	Teacher, K-12	
Brantley, Kaley	Teacher, K-12	
Elledge, Allison	Teacher, K-12	
Dugger, Tabitha	Teacher, K-12	
Platto, Katie	Teacher, K-12	
Cinal, Jami	Teacher, K-12	

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholders will be involved in the development of the School Improvement Plan process through school-based leadership meetings, faculty meetings, and School Advisory Council meetings.

Parents are the primary stakeholders of the school as they have a direct interest in their children's education and wellbeing. Faculty and staff are responsible for the delivery of educational services to the students. They are the backbone of the school, creating a positive learning environment, curriculum development, and delivery, and nurturing students' academic growth and development. Administrators are responsible for overseeing the school's operations, ensuring that policies, programs, and guidelines are efficiently executed. Business partners in the local community can be stakeholders in the school, contributing to the school's programs, resources, and financial needs.

The Title 1 School Advisory Committee (SAC) is comprised of representatives from every group of stakeholders. Thus the committee serves as a vital link between the school and the community, providing insights and recommendations to ensure the school meets the community's needs and expectations. SAC meetings will be used to share and interpret school-wide data to identify areas where growth is needed and to develop an improvement plan.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The plan will be regularly monitored through school-based data chats and MTSS leadership meetings. During these meetings, data will be monitored and analyzed to ensure that the school is on track to meet the school improvement plan goals. The school will also assess the effectiveness of the MTSS implementation using a variety of measures such as surveys, teacher feedback, and student performance data. The results of the evaluation will be used to make necessary adjustments to the implementation process and to improve the plan moving forward. If adequate progress is not being met, the school will continue to implement the MTSS problem-solving process to revise the plan as needed.

Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School 1-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	17%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK) White Students (WHT) Economically Disadvantaged Students (FRL)

School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: A
	2019-20: A
	2018-19: A
	2017-18: A
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	44	40	37	0	0	0	0	0	121	
One or more suspensions	0	10	11	5	0	0	0	0	0	26	
Course failure in English Language Arts (ELA)	0	19	21	17	0	0	0	0	0	57	
Course failure in Math	0	9	4	4	0	0	0	0	0	17	
Level 1 on statewide ELA assessment	0	48	43	11	0	0	0	0	0	102	
Level 1 on statewide Math assessment	0	21	37	16	0	0	0	0	0	74	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	80	88	36	0	0	0	0	0	204	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	6	15	5	0	0	0	0	0	26

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	6	13	9	0	0	0	0	0	28
Students retained two or more times	0	1	5	4	0	0	0	0	0	10

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	1	49	52	50	0	0	0	0	0	152	
One or more suspensions	1	3	9	7	0	0	0	0	0	20	
Course failure in ELA	1	8	14	9	0	0	0	0	0	32	
Course failure in Math	1	2	1	3	0	0	0	0	0	7	
Level 1 on statewide ELA assessment	0	0	0	7	0	0	0	0	0	7	
Level 1 on statewide Math assessment	0	0	0	7	0	0	0	0	0	7	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	42	61	40	0	0	0	0	143	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	5	7	21	0	0	0	0	0	33

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	7	13	9	0	0	0	0	0	29
Students retained two or more times	0	1	6	9	0	0	0	0	0	16

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	1	49	52	50	0	0	0	0	0	152	
One or more suspensions	1	3	9	7	0	0	0	0	0	20	
Course failure in ELA	1	8	14	9	0	0	0	0	0	32	
Course failure in Math	1	2	1	3	0	0	0	0	0	7	
Level 1 on statewide ELA assessment	0	0	0	7	0	0	0	0	0	7	
Level 1 on statewide Math assessment	0	0	0	7	0	0	0	0	0	7	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	42	61	40	0	0	0	0	143	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	5	7	21	0	0	0	0	0	33

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	7	13	9	0	0	0	0	0	29
Students retained two or more times	0	1	6	9	0	0	0	0	0	16

II. Needs Assessment/Data Review**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	64	51	53	65	55	56	68		
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*	58	53	59	68	31	50	68		
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*		32	54		60	59			
Social Studies Achievement*					48	64			
Middle School Acceleration					34	52			
Graduation Rate					36	50			
College and Career Acceleration						80			
ELP Progress			59						

** In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	62
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	186
Total Components for the Federal Index	3
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	67
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	133
Total Components for the Federal Index	2
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)**2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	40	Yes	2	
ELL				
AMI				
ASN				
BLK	33	Yes	1	
HSP				
MUL				
PAC				
WHT	66			

2022-23 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	54			

2021-22 ESSA SUBGROUP DATA SUMMARY

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	1	1
ELL				
AMI				
ASN				
BLK	46			
HSP				
MUL				
PAC				
WHT	70			
FRL	61			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	64			58								
SWD	37			47							3	
ELL												
AMI												
ASN												
BLK	35			29							3	
HSP												
MUL												

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	68			61							3	
FRL	56			49							3	

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	65			68								
SWD	16			46								
ELL												
AMI												
ASN												
BLK	53			38								
HSP												
MUL												
PAC												
WHT	67			72								
FRL	60			61								

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	68			68								
SWD	54			43								
ELL												
AMI												
ASN												
BLK	55			55								
HSP												
MUL												
PAC												
WHT	72			71								
FRL	64			59								

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	64%	63%	1%	50%	14%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	64%	75%	-11%	59%	5%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

School attendance is a continuing problem, with many students struggling to attend school regularly. Truancy committees and courts are utilized as a way to address this problem, with the goal of helping students stay in school and succeed academically. The Student Attendance Review Board (SARB) is a team of professionals, including social workers, educators, law enforcement officers, and school district personnel who work together to get truant students back on track. This often involves a combination of counseling, community service, and other interventions designed to address the underlying issues contributing to truancy, which typically begin in elementary and follow the students throughout their school years. While SARB and truancy courts have been helpful in many cases, we need to be more proactive in avoiding the cycle of truancy before it is established.

According to FLDOE 'Close the Gap' Data for 2021-22, there are two subgroups that need our immediate attention. First, black students are lagging behind their white cohort in ELA (63% vs. 35%) and Math (66% vs. 53%). Second, Students with Disabilities also scored much lower than their general education peers in ELA (57% vs. 21%) and Math (73% vs. 18%). These percentages are very troubling, and we recognize that those students need more intensive support.

Based on discipline incidents, referrals, and district mental health/behavior personnel contacts, we have seen a continued increase in the number of students who have been recommended for social group and other district support. Many factors appear to contribute to this trend: stress of familial issues (divorce, illness, incarceration, death of close relatives), grief, fear, academic struggles, and emotional-behavioral maturity.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our most urgent subgroup is our Students with Disabilities population. The 2021-22 drop from 54% proficiency to 21% proficiency is dramatic and must be analyzed and addressed.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

A variety of factors contribute to the drop from 54% to 21% proficiency in reading for ESE students. A significant number of these students not only have learning disabilities, but they struggle with other issues in their lives as well, such as serious health conditions, recent loss of a caregiver, childhood trauma, transient lifestyle, long-term, poorly attended virtual school experiences, and family turmoil. Many of these same students have been retained for one or even two different school years. A number of these students have changed schools at least three times in the last year. Combined, these factors created quite the challenge for our teachers, support facilitators, and Title 1 instructors. This year, Westside will continue to plan instruction for our ESE students that will help them meet their academic goals in reading. These six strategies have been proven to work with diverse groups of learners (Kameenui & Carnine, Effective Teaching Strategies that Accommodate Diverse Learners, 1998). All students, and particularly those with disabilities, benefit when teachers incorporate these strategies into their instruction on a regular basis:

- Focus on essentials.
- Make linkages obvious and explicit.
- Prime background knowledge.
- Provide temporary support for learning.
- Use conspicuous steps and strategies.
- Review for fluency and generalization.

We will continue to give these students the supports and intensive instruction to build their skill levels.

Which data component showed the most improvement? What new actions did your school take in this area?

Although there were no dramatic increases in proficiency for either Math or ELA, our students continue to be above the state average in both subjects.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

The Early Warning Signs indicate several alarming trends, but the continued truancy of students coupled with the large number of level 1's is of immediate concern. Usually we find a correlation between truancy and struggling learners, which is made more complicated because that means they are not receiving the interventions that have been so carefully designed for their specific needs. Additionally, we have expanded our school from 1st Grade - 3rd Grade with the addition of 4th and 5th Grade students. These two classes have a larger number of students per teacher (approx. 22) and have a significant number of level 1's in each class. Our staff has the challenge of tailoring interventions for older students with significant learning deficits, many of whom are approaching adolescence due to 1-2 grade failures.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Utilize the MTSS Process to track student progress.
2. Train teachers and para-professionals on how to manage older students and motivate them to engage in their learning.

3. Make daily attendance attractive to students by demonstrating how Westside is a place where they are loved, known by name, treated respectfully, and provided with stimulating lessons that inspire them to learn.
4. Create a culture of friendship among staff, students, and families.
5. Help students demonstrate their erudition through progress monitoring assessments.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Our most urgent subgroup is our Students with Disabilities population. The 2021-22 drop from 54% ELA proficiency to 21% proficiency is dramatic and must be analyzed and addressed.

Measurable Outcome:

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

Our 3rd through 5th Grade Students with Disabilities will be tested with FAST ELA during PM1, PM2, and PM3. As they progress through the year, teachers and support facilitators will provide the necessary interventions to assist these students in developing their skills and gaining mastery. There will be a variety of evidence-based interventions in place to promote their learning, with trained instructors presenting the lessons daily. The outcome of this Area of Focus is improvement of SWD in 3rd through 5th Grade to at least 30% overall proficiency by PM3.

Monitoring:

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

3rd thru 5th Grade Students with Disabilities will be tested with FAST ELA during PM1, PM2, and PM3. Their performance on these tests will indicate any deficits that need to be addressed and what their strengths are. Not only will students be assessed with FAST, but we will utilize Renaissance STAR to progress monitor, as well. With two sets of data, we should be able to visualize more fully the students needs.

Person responsible for monitoring outcome:

Kelley Murphy (kelley.murphy@bakerk12.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Westside has many interventions in place for our Student with Disabilities.

Providing individualized instruction is important, creating tailored lesson plans and provide individual feedback to help students achieve their learning goals. Classroom teachers and facilitators use a hands-on approach to engage students and help them make connections. Collaboration can ensure that the learning strategies provided to the students are consistent and coordinated. Teachers use chunking to help them focus on one goal at a time.

The most powerful intervention Westside has is the hard work of our Support Facilitator, Title 1 Coordinator, and their teams! They work with teachers on the on-line WES Data Wall to keep up with classroom interventions and student progress. They participate in Data Chats where they specifically hone in on SWD students and their scores, discuss the best intervention program for them, and assist teachers to find ways to target their instruction on students' weaknesses.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to John Hattie's Effect Size List, teacher efficacy, teacher and student awareness of skill level, and a large variety of strategies within the realm of MTSS, i.e. scaffolding, deliberate practice, reading programs, phonics instruction, and rehearsal and memorization are all highly impactful strategies. Our Support Facilitator and Title 1 Coordinator select programs and train their assistants to incorporate these strategies in the work they do with students. Because the number of their student contacts is smaller, they are able to build a rapport and develop trusting relationships where students feel safe and supported.

These programs are very successful year after year due to the professional manner in which these ladies do their jobs.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Plan Data Chats with every teacher, guidance, Title 1 Coordinator, Support Facilitator, Principal, and Assistant Principal.

Person Responsible: Debbie Crews (debra.crews@bakerk12.org)

By When: These meetings are conducted the week after each progress monitoring test cycle.

FAST Testing will be conducted during PM1, PM2, & PM3, in addition to the STAR.

Person Responsible: Kelley Murphy (kelley.murphy@bakerk12.org)

By When: Each testing window is directed by the FLDOE, and specific days in that window are decided by our WES Assessment Team, including the administrators, guidance, instructional coach, & and support facilitator.

Testing will be scheduled, then the support facilitator will arrange for SWD to received their accommodations and support during that testing so that their IEP's are being met by trained personnel.

Person Responsible: Cheryl Rhoden (cheryl.rhoden@bakerk12.org)

By When: Each testing window is directed by the FLDOE, and specific days in that window are decided by our WES Assessment Team, including the administrators, guidance, instructional coach, & and support facilitator.

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

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Westside Elementary School prides itself on having a close-knit staff and a caring relationship with our students and families. When teachers support one another and collaborate on instructional strategies, students benefit! John Hattie's studies show that Collective Teacher Efficacy has the most impact on student achievement. "The message seems to be clear: together teachers can achieve more, especially if they collectively believe that they can do so!" (Hattie, 2018). This year, we have added two new grade levels to our school site, bringing new teachers, changing roles, older students, and more challenges. In order to establish new relationships, enhance existing ones, and build the confidence of all, we have plans to create opportunities for everyone to mingle and socialize. The Panther Team has planned breakfasts every 9 weeks, our PBS school-wide events involve all students and a special treat for staff members, and we will focus on a resiliency trait each month that will spur personal growth for all of the WES Family.

Measurable Outcome:

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

The staff will take a Culture Survey in September to identify areas of need. This information will guide administrators as they plan events with the Panther Team, PBS Team, and the Title 1 SAC. The goal is to find simple yet meaningful ways for staff to make connections with each other and with their students. During the last 9 weeks, there will be another Culture Survey presented to the staff to compare growth. Optimal growth would be at least 25%.

Monitoring:

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

The first survey in September will be the beginning point, then our series of events throughout the year will hopefully enrich the feeling of closeness among the staff and students. The final survey will be given in April of the last 9 weeks.

Person responsible for monitoring outcome:

Heather Hickox (heather.hickox@bakerk12.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

In order to establish new relationships, enhance existing ones, and build the confidence of all, we have plans to create opportunities for everyone to mingle and socialize. The Panther Team has planned breakfasts every 9 weeks, our PBS school-wide events involve all students and a special treat for staff members, and we will focus on a resiliency trait each month that will spur personal growth for all of the WES Family.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

When teachers support one another and collaborate on instructional strategies, students benefit! John Hattie's studies show that Collective Teacher Efficacy has the most impact on student achievement. "The message seems to be clear: together teachers can achieve more, especially if they collectively believe that they can do so!" (Hattie, 2018).

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

Staff Culture Survey for September

Person Responsible: Kelley Murphy (kelley.murphy@bakerk12.org)

By When: Survey will be emailed to staff members on September 5, 2023.

Monthly Resiliency Focus that will be tied to the PBS schoolwide activity, a teacher social activity, and will be promoted throughout the school.

Person Responsible: Heather Hickox (heather.hickox@bakerk12.org)

By When: From September 1 until April 30, 2023.

Staff Culture Survey for April.

Person Responsible: Kelley Murphy (kelley.murphy@bakerk12.org)

By When: Staff Survey will be emailed to staff members by April 15, 2023.

#3. Instructional Practice specifically relating to ELA**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

ELA proficiency for all 5 grade levels is always a concern, as the first STAR test is usually alarming in pure numbers. Therefore, testing is done very early upon the students' return so that teachers are able to formulate a plan for each student during the subsequent Data Chats.

Measurable Outcome:

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

If we provide strategic standards-based instruction in ELA, then student achievement will increase: 1.) First grade will increase the percentage of students proficient on final STAR Reading Test from 27% to 60%. 2.) Second grade will increase the percentage of students proficient on final STAR Reading Test from 52% to 70%. 3.) Third grade will increase the percentage of students proficient on the STAR Reading Test from 61% to 70% 4) Fourth grade will increase the percentage of students proficient on the STAR Reading Test from 65% to 75% 5) Fifth grade will increase the percentage of students proficient on the STAR Reading Test from 50% to 60%

Monitoring:

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

The STAR will be administered three times during the school year. The testing is followed by a Data Chat with each teacher where every student is discussed in terms of progress, necessary interventions or enrichment, and behavior. STAR data is uploaded into a Google Doc that serves as an online Data Wall.

Person responsible for monitoring outcome:

Cheryl Rhoden (cheryl.rhoden@bakerk12.org)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

SAVVAS is research-based instruction from the Pearson Company. Teachers are given ongoing professional training on how to utilize this curriculum to its maximum potential. Data Chats and Data Walls are also supported by research as effective ways to monitor student progress and make decisions that positively impact learning.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

SAVVAS curriculum was recommended by our consortium and selected by our district elementary teachers after a thorough vetting process. Our district elementary teachers have had a year to explore this new series and discover how it supports students of all learning levels. Year 3 of the SAVVAS adoption should demonstrate that teachers have mastered many of its resources and are using its varied materials to help struggling students, enrich advanced learners, and provide authentic learning opportunities to all students.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

STAR given three times per school year. These assessments are scheduled in advance and coordinate with other district elementary schools.

Person Responsible: Debbie Crews (debra.crews@bakerk12.org)

By When: Data Chats after STAR.

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

The process to review school improvement funding allocations and ensure resources are allocated based on needs involves a comprehensive review of the school's needs, assessment of available funding, allocation of funds based on priority and need, and is an ongoing process requiring collaboration with the Title One Director. Title One funding has purchased online programs, reading and phonics programs, writing curriculum, and a vast number of books for children. It also supports many professional development endeavors such as book studies, writing workshops, and data analysis training.

Title I Requirements**Schoolwide Program Plan (SWP) Requirements**

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

Westside Elementary School will communicate the School Improvement Plan to the public at a School Board Meeting. This presentation will have video footage of students engaged in learning with narration explaining the main points of the plan. It will also be presented to the Title 1 School Advisory Committee made up of administrators, teachers, parents, and business partners and placed on the WES Website at <https://www.bakerk12.org/Domain/13>. Family Reading Night is an opportunity for parents to read a summary of the plan while their children read books in the media center. There are staff members present to answer questions if needed.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Westside Elementary School provides many opportunities for families to be involved in school activities. Not only do we have school and district websites, we also have a very engaging Facebook page allowing families to see what students are learning each day, upcoming events, and live broadcasts of special occasions. We begin the school year with a huge Open House where families are welcomed into the school to meet their child's teacher and visit their classroom. We have a district-wide Prayer Meeting where families are given the opportunity to pray together with other like-minded individuals as a corporate act of faith. They come to Family Reading Nights, school programs presented by each grade level throughout the year, and at some of the PBIS schoolwide events. All teachers are required to meet with their parents by the end of October, sharing their child's progress thus far in the school year. WES sends home a monthly newsletter to share current events, reminders, and important dates. These newsletters are sent home with every student and posted in a window box outside of the front office. In addition to the school newsletter, each teacher sends home a class newsletter with more specific information regarding the class and grade level of the students.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)(ii))

Plans to strengthen the academic program in our school will require many factors. We need to hire and retain qualified teachers who are passionate about teaching and improving student performance. Our district has approved a comprehensive and rigorous curriculum that challenges students to think critically and creatively.

Our teachers implement instructional strategies that promote active learning and incorporate technology and digital tools into the classroom. Through Title One and other sources, we provide professional development opportunities for teachers to improve their instructional skills and knowledge of the latest teaching methods and technologies.

All students, especially those with learning disabilities, need a positive learning environment that fosters a love of learning and encourages students to take risks. This is why our Title One Program and support facilitation teachers are so important.

We also look for ways to engage parents and the community in the educational process to promote academic success and provide a rich and diverse learning experience for students.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

Our district qualifies for free breakfast and lunch for all students, which helps children nutritionally and psychologically by meeting their physical needs daily. We also work in partnership with the local health department to provide dental care, and a business partner facilitates access to vision care, including free glasses for children who need them. We have a special services department that helps displaced children and their families locate services that may better their circumstances.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

Westside Elementary School has many ways to implement services for student mental health needs. Not only do we have a school guidance counselor, but we also have an on-campus mental health counselor who provides services to students who need emotional, behavioral, or mental health support. Our district also partners with an outside community mental health organization to provide services to students on campus. They also help with students who are in crisis and may need emergency care. Our school has a mentoring program to provide students with guidance and support to help them develop non-academic skills such as decision-making, goal-setting, and problem-solving. These Panther Pals are teachers, staff, or other adults in the school.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

PBIS (Positive Behavioral Interventions and Supports) was adopted by our school to manage behaviors and improve social skills. There are four main expectations that we repeat together each morning, and teachers remind students of daily.

We teach and reinforce these behaviors using consistent language and modeling, and we reinforce them with praise and rewards. The emphasis is on catching students being good and providing positive feedback. Teachers reward students in the classroom, but the students can also choose a schoolwide event to enjoy, as well.

Consequences for misbehavior are clearly defined and consistently applied; it is important to make sure the consequences are fair and proportional to the behavior. Teachers and administrators collect and analyze data on behavior to identify trends and areas where additional support may be needed. Families are informed about the school's PBIS program at the beginning of the school year, and keep track of their child's behavior through the daily planner and communication with the teacher.

Our PBIS program creates a positive and supportive school culture that benefits all students and encourages positive behavior.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

Title One funding has purchased online programs, reading and phonics programs, writing curriculum, and a vast number of books for children. It also supports many professional development endeavors such as book studies, writing workshops, and data analysis training. The NEFEC Consortium provides PLCP for new teachers with degrees other than education. It is a free way for them to bridge to a professional certification in education and develop their skills.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
3	III.B.	Area of Focus: Instructional Practice: ELA	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No