

Columbia County School District

Westside Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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Westside Elementary School

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

<http://wes.columbiak12.com/>

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.

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

Provide the school's vision statement.

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

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
Saucer, Jennifer	Principal	<p>To provide the leadership and vision necessary to develop and administer elementary educational programs that optimize available human and material resources</p> <p>to provide successful high quality educational experiences for students in a safe and orderly environment.</p> <ul style="list-style-type: none"> * (1) Promote and maintain an educational environment where improving student outcomes is the primary focus. * (2) Provide educational leadership and support in the development and instructional delivery of all curricular programs for the school. * (3) Set high goals and standards of performance for self and others. * (4) Provide comprehensive leadership to the school in the planning and implementation of school improvement initiatives. * (5) Involve the faculty and the School Improvement Team/School Advisory Council (SAC) in decision-making. (6) Enhance the decision-making capabilities of all school-based personnel. * (7) Function collaboratively with the School Improvement Team/SAC and district office to develop and implement a School Improvement Plan. * (8) Model collaborative planning and shared decision-making with staff, faculty and the School Improvement Team/SAC. (9) Establish and balance priorities through effective time management. (10) Utilize appropriate interpersonal styles that indicate a consideration for the feelings and needs of others and that guide individuals or groups toward task / goal accomplishment. (11) Convey confidence and engender respect through professional appearance and actions. *(12) Demonstrate readiness to make decisions, render judgments, take action, and commit oneself and assume full responsibility for those actions. (13) Maintain stable performance under pressure and / or opposition. (14) Establish procedures to monitor and / or regulate processes, tasks, or activities of subordinates and job activities and responsibilities. Take action to monitor the results of delegated assignments or projects. *(15) Encourage continuous personal and professional development for all staff members. *(16) Manage the operation of all activities and functions. *(17) Interview and select qualified personnel to be recommended for employment. *(18) Conduct performance appraisals and make reappointment recommendations for school personnel. *(19) Implement and administer negotiated employee contracts. *(20) Coordinate facility and support service requirements. *(21) Coordinate plant safety and facility inspections. *(22) Manage and supervise the school's financial resources, including the

Name	Position Title	Job Duties and Responsibilities
		<p>preparation and disbursement of the school’s budget and internal accounts.</p> <p>*(23) Establish and manage student accounting and attendance procedures.</p> <p>*(24) Establish guidelines for proper student conduct and implement disciplinary procedures and policies that ensure a safe and orderly environment.</p> <p>*(25) Direct the establishment of adequate property inventory records and ensure the security of school property.</p> <p>*(26) Coordinate the supervision of all extracurricular programs.</p> <p>*(27) Manage and supervise the school’s athletic and student activity programs including the selection of club sponsors and coaches, approve all school-sponsored activities, and maintain a calendar of all school events.</p> <p>*(28) Maintain visibility and accessibility on the school campus.</p> <p>*(29) Attend school-related activities and events.</p> <p>(30) Supervise and monitor the accurate and timely completion of data collection and reporting requirements.</p> <p>(31) Perform all other duties as assigned.</p>
Stephens, Rachel	Assistant Principal	<p>To assist the principal with all administrative and instructional functions to meet the educational needs of students and carry out the mission and goals of the elementary school and the district.</p> <p>PERFORMANCE RESPONSIBILITIES:</p> <p>* (1) Assume responsibility of the school when the principal is absent from the campus.</p> <p>* (2) Develop and implement the school’s instructional program with assistance from district personnel and provide its articulation among school personnel as assigned by the principal.</p> <p>* (3) Develop, in conjunction with the principal, the master teaching schedule and assign teachers according to identified needs.</p> <p>* (4) Utilize current educational trends in the planning and preparation of the school instructional program.</p> <p>* (5) Interpret and enforce school board policy, state statutes and federal regulations.</p> <p>* (6) Implement the accreditation program.</p> <p>* (7) Coordinate the selection of textbooks, materials and equipment.</p> <p>* (8) Manage and administer the testing program for the school.</p> <p>* (9) Facilitate personnel development to assure that the school will realize maximum value</p>

Name	Position Title	Job Duties and Responsibilities
		<p>from each of its employees through inservice, the Professional Orientation Program and other professional growth activities.</p> <p>*(10) Facilitate process of positive communication among students, parents, teachers, and staff in daily interactions.</p> <p>*(11) Provide leadership in the event of school crisis and/or civil disobedience.</p> <p>*(12) Participate in the school improvement process.</p> <p>*(13) Administer and develop teacher duty rosters for the school.</p> <p>*(14) Provide supervision while maintaining visibility about the campus and classroom.</p> <p>*(15) Establish and administer guidelines for proper student conduct and effective disciplinary procedures and policies.</p> <p>*(16) Interpret and enforce the district's Code of Student Conduct.</p> <p>*(17) Supervise all facets of the registration process.</p> <p>*(18) Supervise and evaluate personnel as assigned by the principal.</p> <p>*(19) Comply with provisions of collective bargaining agreements.</p> <p>*(20) Participate in the interview process in selecting qualified personnel for employment.</p> <p>*(21) Develop and maintain positive school/community relations, and act as a liaison between school and community.</p> <p>*(22) Coordinate the school food service program as it relates to the special needs of the school.</p> <p>*(23) Maintain adequate property inventory records, key control and security of school property.</p> <p>(24) Participate in the development of long-range facility needs.</p> <p>*(25) Coordinate plant safety and facility inspections at the school.</p> <p>*(26) Administer the maintenance functions in a manner that ensures maximum life and use of the facility.</p> <p>*(27) Coordinate transportation services.</p> <p>(28) Participate in the function of financial planning for the school which may include assisting in the preparation of the school's budget.</p> <p>(29) Participate in the disbursement of funds to assure that the school will realize the maximum value educationally and financially in securing supplies, materials, equipment and services.</p> <p>(30) Administer the attendance policy and procedures.</p> <p>*(31) Coordinate data processing activities.</p> <p>*(32) Provide leadership for, and supervision of, extracurricular activity programs.</p> <p>*(33) Participate in the administration of the school's athletic program.</p> <p>*(34) Coordinate student activity programs, including the selection of club</p>

Name	Position Title	Job Duties and Responsibilities
Murphy, Dasaisha	Curriculum Resource Teacher	<p>sponsors. *(35) Coordinate school-sponsored activities and maintain</p> <p>To enhance school curriculum and parental involvement programs that are site specific, research based and data driven through coordination and effective communication with parents, teachers, administrators and community representatives.</p> <p>PERFORMANCE RESPONSIBILITIES: * (1) Assist in identifying curriculum and parental involvement needs and provide the coordination and technical assistance necessary to implement meaningful program change. *(2) Serve as a resource to students, staff, administration, parents and community in curriculum and parental involvement. *(3) Provide leadership in program and curriculum investigation that will enhance planning and development in school improvement as it relates to high expectations for all students in meeting the state’s performance standards. *(4) Coordinate the Title I School-wide Program / School Improvement Plan as it relates to curriculum, Florida State Standards, parental involvement, budget, inventory, and district, state and federal regulations which includes federal program compliance and program monitoring evidence. *(5) Coordinate the development of the School Improvement Plan to include the required School Improvement components, Title I School-wide components as well as parent, faculty, staff and community stakeholder input according to state and federal regulations. *(6) Coordinate a parent involvement program that includes: parental input, a parent involvement plan, workshops, in-service activities, guests speakers, effective home-school communication, and coordination and communication with the Title I district parent involvement office. (7) Coordinate staff development activities as needed to support school programs and the school improvement plan., (8) Serve as volunteer coordinator/business partner contact. (9) Assist in building partnerships with business, community organizations and governmental agencies. (10) Facilitate communication between school and district-level personnel. (11) Assist in identifying and procuring appropriate instructional materials. (12) Analyze district and school data to assist in identifying program needs.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>(13) Working ability in the use technology and software in analyzing district and school data, building spreadsheets, using electronic forms, web-based applications, communicating frequently through email, and other uses of technology as the need arises.</p> <p>(14) Perform all other duties as assigned.</p>
Bullard, Amanda	Instructional Coach	<p>To provide a schoolwide focus on generating improvement instruction and achievement across the curriculum.</p> <p>PERFORMANCE RESPONSIBILITIES:</p> <p>*(1) Coach and support teachers as best practices are implemented in the classroom.</p> <p>(2) Help identify struggling readers.</p> <p>*(3) Provide leadership in designing, implementing, and monitoring reading interventions for struggling students.</p> <p>(4) Collaborate with the principal for administrative decisions related to curriculum.</p> <p>* (5) Promote ongoing professional development of teachers in the building through activities such as coaching, grade/department/team meetings, classroom demonstrations, and study groups.</p> <p>*(6) Provide leadership in the selection, acquisition and management of student instructional materials and resources.</p> <p>*(7) Provide leadership in the selection, acquisition and management of teacher professional development materials and resources.</p> <p>(8) Interpret and use data, including but not limited to standardized and other test results, for diagnosis, instructional planning and program evaluation, with the use of technology.</p> <p>*(9) Provide demonstrations of research based teaching practices.</p> <p>(10) Monitor the school's ongoing progress toward 100% literacy.</p> <p>*(11) Plan and prepare instructional strategies that contribute to a climate where students are actively engaged in meaningful learning experiences.</p> <p>*(12) Assist in preparing for changing curriculum needs and continuous improvement.</p> <p>*(13) Develop and use assessment strategies (traditional and alternative) to assist the continuous development of learners.</p> <p>*(14) Seek out multiple data sources providing evidence of student growth and developmental needs. Examples include: parent interaction, collegial team interaction, and planning.</p> <p>*(15) Demonstrate knowledge and understanding of curriculum content.</p> <p>*(16) Apply principles of learning and effective teaching in instructional delivery.</p> <p>*(17) Use appropriate techniques and strategies to enhance the application of application of critical, creative and evaluative thinking capabilities of students.</p> <p>*(18) Facilitate the development and implementation of blended learning opportunities.</p>

Name	Position Title	Job Duties and Responsibilities
		*(19) Participate in district sponsored staff developmental programs. (20) Perform all other duties assigned.

To provide comprehensive guidance and counseling services to students, parents and teachers.

PERFORMANCE RESPONSIBILITIES:

Hunter, Kelly

School Counselor

- * (1) Coordinate school-wide guidance program which includes classroom guidance, small group counseling, individual counseling and crisis counseling.
- * (2) Provide a safe, nurturing environment that stimulates academic, moral, and social growth.
- * (3) Coordinate the efforts of the school, special services and programs, and community resources in providing for the intellectual, psychological, physical and emotional needs of the students, particularly those with learning and / or behavior problems.
- * (4) Communicate clearly and effectively in both written and oral form with students, parents, and others.
- * (5) Take all necessary and reasonable precautions to protect students, equipment, materials, and facilities.
- * (6) Assist students in developing positive and realistic self-concepts and in adjusting effectively to the school environment.
- * (7) Maintain accurate, complete, and correct records as required by law, district policy, and administrative regulations.
- * (8) Assist in enforcement of school rules, administrative regulation and board policy.
- * (9) Implement a variety of counseling techniques to meet varying needs and learning styles of students.
- * (10) Assist students in learning to accept responsibility, demonstrate respect for people and property, and demonstrate self-discipline.
- * (11) Assist students in developing effective communication skills, social skills, and interpersonal relationship skills.
- * (12) Coordinate referrals to community agencies such as the Mental Health Clinic, Department of Families and Children, etc.
- * (13) Assist parents, guardians and / or teachers in gaining knowledge, understanding and skills needed to respond to the needs of students.
- * (14) Provide leadership on the Child Study Team and assistance with the placement and plans for exceptional education students.
- * (15) Provide counseling to students on academic and career matters.

Name	Position Title	Job Duties and Responsibilities
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*(16) Assist with registration, orientation, and scheduling of students.
 (17) Perform all other duties as assigned.

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.

The SIP is a working document. It is originally developed by members of the lead team. This team reviews and uses student and school data from the previous school year to create goals for improvement as well as strategies to attain these goals. This tentative plan is presented to the faculty and staff. During this time school-wide stake-holders have the opportunity to make revisions. After this review the plan is presented to the School Advisory Council during the August meeting. At this time, parents and community stake-holders have to opportunity to share input and make revisions before the plan is finalized and sent to CCSB for final approval.

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 SAC addresses issues related to continuous school improvement. It serves as the steering committee to oversee a comprehensive School Improvement Plan. The council also approves the expenditures of funds allocated for use in implementing the School Improvement Plan. There are at least 5 meetings scheduled. Additional meetings are scheduled as needed. At any time during the school year, the SAC may choose to revise the SIP.

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 PK-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	31%
2022-23 Economically Disadvantaged (FRL) Rate	85%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	N/A
Eligible for Unified School Improvement Grant (UniSIG)	No

<p>2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)</p>	<p>Students With Disabilities (SWD) Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)</p>
<p>School Grades History *2022-23 school grades will serve as an informational baseline.</p>	<p>2021-22: A 2019-20: A 2018-19: A 2017-18: A</p>
<p>School Improvement Rating History</p>	
<p>DJJ Accountability Rating History</p>	

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	26	25	27	23	13	18	0	0	0	132
One or more suspensions	7	2	4	7	6	8	0	0	0	34
Course failure in English Language Arts (ELA)	0	16	11	8	3	1	0	0	0	39
Course failure in Math	0	3	10	4	7	5	0	0	0	29
Level 1 on statewide ELA assessment	0	0	0	11	10	8	0	0	0	29
Level 1 on statewide Math assessment	0	0	0	5	12	8	0	0	0	25
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	17	13	20	11	10	8	0	0	0	79

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	10	10	15	12	8	9	0	0	0	64

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

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	20	21	17	14	13	12	0	0	0	97
One or more suspensions	1	0	0	0	0	0	0	0	0	1
Course failure in ELA	0	2	7	3	1	3	0	0	0	16
Course failure in Math	0	0	3	1	3	1	0	0	0	8
Level 1 on statewide ELA assessment	0	0	0	4	6	7	0	0	0	17
Level 1 on statewide Math assessment	0	0	0	3	7	6	0	0	0	16
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	17	7	14	14	7	10	0	0	0	69

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	2	4	3	4	4	0	0	0	17

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	8	4	3	5	0	1	0	0	0	21
Students retained two or more times	0	0	0	2	1	3	0	0	0	6

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	20	21	17	14	13	12	0	0	0	97
One or more suspensions	7	2	4	7	6	8	0	0	0	34
Course failure in ELA	0	2	7	3	1	3	0	0	0	16
Course failure in Math	0	0	3	1	3	1	0	0	0	8
Level 1 on statewide ELA assessment	0	0	0	4	6	7	0	0	0	17
Level 1 on statewide Math assessment	0	0	0	3	7	6	0	0	0	16
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	17	7	14	14	7	10	0	0	0	69

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	2	4	3	4	4	0	0	0	17

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	8	4	3	5	0	1	0	0	0	21
Students retained two or more times	1	1	0	2	1	3	0	0	0	8

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*	63	52	53	74	58	56	75		
ELA Learning Gains				74			66		
ELA Lowest 25th Percentile				61			73		
Math Achievement*	76	63	59	79	55	50	80		
Math Learning Gains				75			69		
Math Lowest 25th Percentile				67			68		
Science Achievement*	65	49	54	62	67	59	71		
Social Studies Achievement*					66	64			
Middle School Acceleration					55	52			
Graduation Rate					53	50			
College and Career Acceleration						80			
ELP Progress		57	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)	N/A
OVERALL Federal Index – All Students	66
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	263
Total Components for the Federal Index	4
Percent Tested	100
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	492
Total Components for the Federal Index	7
Percent Tested	100
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	35	Yes	1	
ELL				
AMI				
ASN				
BLK	46			
HSP	71			
MUL	64			
PAC				

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%
WHT	68			
FRL	53			

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	45			
ELL				
AMI				
ASN				
BLK	75			
HSP	73			
MUL	63			
PAC				
WHT	70			
FRL	66			

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	63			76			65					
SWD	28			46							3	
ELL												
AMI												
ASN												
BLK	44			69			44				4	
HSP	64			77							2	

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
MUL	61			67							2	
PAC												
WHT	67			78			67				4	
FRL	51			70			38				4	

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	74	74	61	79	75	67	62					
SWD	42	61	56	45	50	38	21					
ELL												
AMI												
ASN												
BLK	65	83	100	78	83	83	31					
HSP	81	84		81	63		55					
MUL	58			67								
PAC												
WHT	76	72	50	80	76	69	69					
FRL	64	67	56	72	74	66	63					

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	75	66	73	80	69	68	71					
SWD	37	58		50	67		39					
ELL												
AMI												
ASN												
BLK	61	50		58	35		38					
HSP	74			78								
MUL	69			75								
PAC												
WHT	79	69	73	85	71	87	76					

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
FRL	66	57	70	70	60	56	57					

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
05	2023 - Spring	72%	57%	15%	54%	18%
04	2023 - Spring	67%	58%	9%	58%	9%
03	2023 - Spring	55%	51%	4%	50%	5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	79%	72%	7%	59%	20%
04	2023 - Spring	71%	66%	5%	61%	10%
05	2023 - Spring	80%	60%	20%	55%	25%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	64%	50%	14%	51%	13%

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.

This year, ELA as whole showed the greatest decline. During the 21-22 school year, 62% of 3rd graders were proficient, 74% of 4th graders were proficient, and 79% of fifth graders were proficient on FSA ELA. This year, using F.A.S.T. data from PM 3, 56% of third graders were proficient, 67% of fourth graders were proficient, and 72 % of 5th graders were proficient. Even though these proficiency rates are above the state, they are still a cause for concern. Factors that we feel contributed to this year's data include, the newness of the BEST standards and the Wonders curriculum. Also, the new state progress monitoring design has moved from paper/pencil to computer based testing. Also, we feel that stamina required for the new FAST assessment was a contributing factor to the lower scores, especially in 3rd grade.

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

Westside's third grade and fourth grade's ELA data components showed the greatest decline from the prior school year. During the 2021-2022 school year third grades ELA were 62% proficient. There was a 6% decline during the 2022-2023 school year. For the 2021-2022 school year, fourth grade's ELA proficiency were 74% proficient. There was a 7% decline during the 2022-2023 school year. We believe the factors that contributed to this decline are new B.E.S.T learning standards, new computer based testing format, and new ELA curriculum.

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.

The data component that had the greatest gap compared to the state was 5th grade science. Even though this area showed the biggest gap between our school and the state, the gap was in our favor. This year 64% of Westside's 5th graders were proficient on the Florida State Science assessment. This was an improvement of 2 percentage points from the 2021-2022 school year. The percentage of proficient students was also well above the state average (44%) and the district average (50%).

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

For the 2022-2023 school year, third grade's math showed the most improvement. During the 21-22 school year, 66% of our third graders were proficient on the FSA Math Assessment. This year, using F.A.S.T data from PM 3, 80% of our third graders were proficient. Our third-grade students declined 17% between the 2020-2021 school year. For this reason, we made supplemental curriculum purchases to help provide constant spiral review of math learning standards in the classroom. Teachers used Simple Solutions, a researched math curriculum proven to close math learning gaps when used with fidelity. In addition, during the second semester Westside Elementary opened a math lab each morning for students identified in the lowest quartile. This lab incorporated researched based online math programs, Reflex Math and I Know It Math.

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

Westside has a large number of students in Kindergarten through third grade whose lack of attendance is above 10%.

Second grade has 17 students identified as having a substantial reading deficiency.

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

Westside had a large number of students in kindergarten through third grade who have been identified as having a substantial reading deficiency. FAST PM 3 ELA scores for third and fourth grades have declined from the previous year which we feel is attributed to the reading deficiencies in the primary grades.

Area of Focus

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

#1. 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.

Student Attendance is a concern. Westside had 132 students who were absent from school 18 or more days. Specifically, kindergarten through third grade had the highest absenteeism with a total of 101 students with 18 or more days absent. When students are not in school, learning cannot take place.

Measurable Outcome:

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

As a school, we will decrease the number of students missing 18 or more days of school by 10%.

Monitoring:

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

Administrators will reach out to parents bi-monthly to check on students and provide suggestions on how to improve attendance. In addition, we will have monthly drawings for students with perfect attendance for the month to receive prizes and incentives.

Person responsible for monitoring outcome:

Jennifer Saucer (saucerj@columbiak12.com)

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.)

Daily attendance logs and student attendance information in the FOCUS portal will be reviewed daily to identify students who are absent.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Students like rewards and incentives. As administrators call parents and build rapport attendance will improve. As students see other peers receiving rewards for attendance they will be more likely not to be absent.

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.

Retrieve daily attendance report from FOCUS.

As students are identified as being truant, parent(s) will be called by an administrator.

Monthly drawings will be held and broadcast on our morning announcements to encourage perfect attendance.

Person Responsible: Rachel Stephens (stephensr@columbiak12.com)

By When: September 1 October 2 November 1 December 1 February 1 March 1 April 1 May 1

#2. Instructional Practice specifically relating to Small Group Instruction**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.

The rationale that supports this area as a critical need is subgroups and core content areas show that for the subgroups Students With Disabilities (SWD) ELA achievement remains low. Data from the 2021-2022 and 2022-2023 school year supports this rationale. During the 2021-2022 school year, only 45% of SWD were proficient in ELA.

Measurable Outcome:

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

70% of Westside's 3rd, 4th, and 5th-grade students will score at Level 3 or above on the 2023-2024 ELA F.A.S.T.

Monitoring:

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

This area of focus will be monitored schoolwide through progress monitoring assessments (F.A.S.T.). In each individual classroom, Independent Reading Comprehension Checks, unit and benchmark assessments provided by the ELA curriculum will be used to monitor this Area of Focus. Westside will use data collaboration meetings weekly to meet with teachers to discuss student progress towards this goal. Teachers will also implement data chats with students to see that progress toward their individual goal is being made.

Person responsible for monitoring outcome:

[no one identified]

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.)

This year, WES will implement Common Intervention Time of thirty minutes for grades K-3. During this 30 minutes, each teacher will receive extra support (para, inclusion teacher, tutor or lead team member) pushed into their classroom. This time is to be used specifically for ELA small group remediation based on data from F.A.S.T. ELA, STAR Reading, and STAR Early Literacy, informal assessments, and other assessments the teacher may use in the classroom.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale behind this particular strategy was to provide each classroom teacher with a 30-minute block of time each day to use for purposeful intervention, especially in the area of reading. During this 30 minutes, teachers with Reading Endorsements can provide the required interventions for Tier 2 and Tier 3 students. Since the intervention time is common across the grade level, teachers can utilize each other's areas of expertise and move students around to meet their specific needs.

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.

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

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

By When: Weekly classroom observations will be conducted to ensure the fidelity of small group instruction. Feedback will be given at our Friday data meetings.

#3. Instructional Practice specifically relating to Math**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.

The rationale for this area of focus comes from FAST Math 2023 which indicates that overall Math Achievement stayed the same. WES had 80% of third graders, 71% of fourth graders, and 80% of fifth graders were proficient in math. This is the same percentage as the 2021-2022 school year, 77%.

Measurable Outcome:

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

80% of 3rd, 4th, and 5th-grade students will score at Level 3 or above on the 2023 Math F.A.S.T.

Monitoring:

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

This area of focus will be monitored schoolwide through progress monitoring assessments (F.A.S.T. Math and STAR Math). In each individual classroom, chapter and unit tests provided by the adopted Savvas math curriculum and grades will be used to monitor this Area of Focus. Westside will use bi-weekly data collaboration meetings to meet with teachers and discuss student progress towards this goal. Teachers will also implement data chats with students to see that progress toward their individual goal is being made.

Person responsible for monitoring outcome:

[no one identified]

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.)

Once again, using the PM 2 FAST data, Westside Elementary will be opening a math lab each morning beginning in January for students identified in the lowest quartile. This lab will incorporate a researched based online math programs, Reflex and I Know It Math. Also, all students in grades 3-5 will visit the technology lab every 6 days to work on online math programs. (Reflex, Study Island, I Know It Math)

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

We believe that many students identified in the lowest quartile are not successful at on grade level math because they are lacking math fact fluency and/or they have missed being taught prerequisite skills due to the adoption of new math standards and gaps between MAFS and BEST. Math skills build upon one another, so if a child is missing needed foundational or prerequisite skills that were taught in previous grade levels, he/she will not be successful with the more difficult skills taught at their current grade level. Also, research has shown that being fluent in math facts leads to greater success in learning new math skills.

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.

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

Person Responsible: Amanda Bullard (bullarda@columbiak12.com)

By When: Weekly classroom observations will be conducted to ensure the fidelity of small group instruction. Feedback will be given at our Friday data meetings.

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.

Information about the SIP/SWP is disseminated in the following ways: 1) During the Annual Title I meeting held at the beginning of the school year (September), the SIP/SWP is incorporated. Copies of the plan are available at these meetings and through other sources which includes the school and district website. A notice is sent home to parents informing that the SIP/SWP is located on the websites and that they may request a copy of the plan and who to request it from; 2) The school will distribute information concerning the SIP/SWP at parent meetings (PTO, School Advisory Council meetings) and through newsletter and flyers sent home throughout the year; 3) Reports are translated into Spanish and/or other languages, as 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 has at least two monthly family evening events. Monthly, we send home a paper newsletter and also post it digitally informing parents of events and activities. There is a section in the newsletter entitled "Parent Support" which includes useful tips and sites for parents to refer to if in need of help for their child. Parents also receive weekly progress reports and midterm grade reports. Parents have the opportunity to sign up for a "Parent Portal" in FOCUS so as to keep them informed of their student's academic, behavioral and attendance progress. Teachers invite parents to in-person or virtual conferences at least three times per year. During this time Title 1 compacts are presented and reviewed.

Parents are invited to eat lunch with their child on specific days as well as to attend special activities such as plays, chorus concerts, field day and to go on field trips. Also, WES does weekly callouts on Sunday to inform parents of any events that may be happening during that week.

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)

In our master schedule, we have allocated an additional thirty minutes of intensive reading instruction. For grades K-3, we are ability grouping students based on progress monitoring data in reading. We have allocated research-based materials to be used when working with students. Additional personnel have also been assigned to work with students on and below grade level. Students working above grade level will be provided enrichment activities in order to promote higher order thinking and to accelerate and enrich learning experiences.

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))

The development of this plan is coordinated with other programs funded under ESSA, as follows:

1. Title I, Part A, Title II, Part A and Title V funds collaborate to provide professional development opportunities to assist teachers in Title I schools in developing skills needed to work with students to improve academic achievement among all subgroups.
2. Title I, Part A, Title II, Part A, Title V, Part B and state funds collaborate to provide instructional coaches that provide embedded professional development, intensive coaching cycle, modeling of best practices and instructional resources to teachers.
3. Title I and Title IX collaborate to provide needed services and materials for homeless students;
4. Title I and ESE collaborate to avoid duplication of services provided by Title I and IDEA, as well as to maximize resources.
5. Title I, Part A and Title II, Part A collaborate with professional development.
6. Title V and Title I collaborate with technology/software purchases.
7. State and Local funds are used to support the instructional program in all core content areas.

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))

There are school wide programs to help increase students' self esteem. Students are recognized on the televised morning announcements for positive character traits. There is an open door policy for parents to talk to the administrative team about any social-emotional needs of students. The school counselor provides bi-monthly large group guidance in the classrooms, focusing on developing positive character

traits. The school counselor also provides small group and individual counseling based on specific student needs. The school also provides referrals for outside counseling services, when needed. Through grants, two outside counselors also come into the school during the week and work with students who may need them.

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))

Not Applicable.

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).

Westside has a school-wide discipline plan based on the district behavior rubric. In addition to following the plan in the classroom and as a school, we provide incentives to encourage positive behavior. These include Student of the Month, Junior Deputy of the Week, positive office referral, and WOW - Westside Outstanding Wildcats. These students are publicly recognized on morning announcements, posted on bulletin boards as well as on social media.

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))

The school provides professional development for instructional and administrative leaders to support adult learning. The use of Instructional Coaches to provide job-embedded professional learning to all paraprofessionals, other school personnel, and teachers regardless of where each teacher's skill level resides on the mastery spectrum. The Professional Development activities provide consistency and understanding of instructional methodology, high-impact instructional strategies, data analysis of student performance assessment outcomes, and other professional learning activities that are focused on the learning needs of students that are unique to the school. The school will recruit and retain effective teachers by supporting teachers professionally and emotionally while creating a positive school culture.

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))

The school provides a Kindergarten Orientation Night/Kindergarten Roundup in June where parents have an opportunity to get to know the school, meet school-based administrators, and teachers as well as receive supply lists and receive information about Kindergarten, register for Kindergarten, Child Find is employed and in some situations, vision and hearing screenings occur. Parents receive materials and supplies to work with their children over the summer to help prepare them for the rigors of Kindergarten and to prevent "Summer Slide". Translators will be provided as feasible. The LEA provides a modified schedule for Kindergarten students during the first week of school. In the first two days of school, the students only attend for a half-day to help the child transition into a full day of formalized education. Prior to the first day of school, the teachers conduct one on one conferences with each parent and child in order for the teacher to discuss academic standards expectations and gather information about the student. During the meeting, the parent is provided ample opportunities to ask questions to help the child acclimate to the new learning environment. This type of meeting and student schedule significantly enhances the transition into school and lowers the student's anxiety level.

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: Positive Culture and Environment: Other				\$2,488.10
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6150	0510	0271 - Westside Elementary School	Title, I Part A		\$2,488.10
			<i>Notes: Westside will use the allocated funds to provide parent engagement activities. These activities will be geared towards teaching parents reading, math, science, and social skills to better support their students.</i>			
2	III.B.	Area of Focus: Instructional Practice: Small Group Instruction				\$161,233.96
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6300		0271 - Westside Elementary School	Title, I Part A	69342.24	\$69,342.24
			<i>Notes: Curriculum Resource Teacher, Title I Parent and Family Engagement Coordinator, Volunteer Coordinator</i>			
	6400		0271 - Westside Elementary School	Title, I Part A		\$27,441.12
			<i>Notes: Instructional Coach</i>			
	5100		0271 - Westside Elementary School	Title, I Part A		\$64,450.60
			<i>Notes: Title I Paraprofessionals</i>			
3	III.B.	Area of Focus: Instructional Practice: Math				\$10,420.97
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6100	0369	0271 - Westside Elementary School	Title, I Part A		\$10,420.97
			<i>Notes: Reflex Math Exact Path Math</i>			
					Total:	\$174,143.03

Budget Approval

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

No