



## West Elementary School

304 W IMOGENE ST, Arcadia, FL 34266

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

### School Demographics

**School Type**  
Elementary

**Title I**  
Yes

**Free/Reduced Price Lunch**  
68%

**Alternative/ESE Center**  
No

**Charter School**  
No

**Minority**  
51%

### School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	D	C	C

### School Board Approval

This plan is pending approval by the Desoto County School Board.

### SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>Differentiated Accountability</b>	<b>5</b>
<b>Current School Status</b>	<b>8</b>
<b>8-Step Planning and Problem Solving Implementation</b>	<b>20</b>
Goals Summary	20
Goals Detail	20
Action Plan for Improvement	22
<b>Appendix 1: Implementation Timeline</b>	<b>27</b>
<b>Appendix 2: Professional Development and Technical Assistance Outlines</b>	<b>28</b>
Professional Development Opportunities	29
Technical Assistance Items	30
<b>Appendix 3: Budget to Support Goals</b>	<b>31</b>

## 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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

### Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

### Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

### Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
  - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
  - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
  - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
  - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

### 2014-15 DA Category and Statuses

DA Category	Region	RED
Priority	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### **Provide the school's mission statement**

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

##### **Provide the school's vision statement**

Approaching all challenges with our best efforts.

#### School Environment

##### **Describe the process by which the school learns about students' cultures and builds relationships between teachers and students**

This summer we trained the teachers in the 7 Habits of Highly Effective People. The teachers have implemented the 7 Habits/Leader in Me into their classrooms. They have reviewed student data and interviewed the students to determine their strengths and weaknesses. Students were then able to obtain leadership jobs within their classrooms. Student work is hanging in classrooms and teacher praise is high.

In addition, the first week of school was designated as the week to learn about the teachers, students, and to share the rules, policies, and procedures of the classroom/school. Students and teachers were able to bond over icebreaking activities and classroom activities reviewing procedures.

We implemented a School Spirit winner each Friday where the students and teachers work together to show the most school spirit. The winning class gets a certificate and "Golden Cowboy" award for the week.

In addition, West plans to implement a "Hall of Nations" where students can showcase their heritage/cultural background and linguistic diversity.

##### **Describe how the school creates an environment where students feel safe and respected before, during and after school**

Our new motto for the year is "Leadership the Cowboy way!" Students hear about leadership and making the right choices everyday on the student news. Teachers have implemented a "voice levels" chart and a "color of conduct" discipline chart that relays behavior consequences to the students. Every morning when students come on campus they can eat breakfast and then head to their assigned area. They get to communicate and interact with their peers while under the supervision of multiple adults. Adults are also stationed throughout the campus to help in any way needed. Parents may walk their child to class, eat breakfast with their child, or eat lunch with their child after signing in with the front office. Parents may also park and walk up to meet their child after school at two different gate locations. All areas are supervised by adults and praise is readily given to students. Students know they are responsible for themselves, but that any adult will help them if needed. West has implemented a "signer" for the deaf and hard of hearing students during the pledge on the morning announcements and plans to have a signer during the whole announcements. We also plan to have a greeter/translator for our Spanish speaking students/families during assemblies.

##### **Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced**



We have implemented "voice levels" and a school wide "color of conduct" this year. All teachers are consistent with the use of these levels and the color of conduct.

Voice levels:

4= Outside voice

3= Proud, sharing voice

2= Conversation voice

1= Working whisper

0= Transition/test taking voice

Color of Conduct:

Green= Great work

Yellow= Warning

Orange= Time-out

Red= Phone call/note home

Purple= Office referral

Teachers also have a minor/major infractions sheet to help guide their disciplinary decisions and to keep discipline consistent across the school.

West also has "Cowboy Tickets" for students "caught doing good" throughout the week. One winner is picked on Friday to eat lunch with the Dean and a friend.

**Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services**

Students mentor each other through the use of Safety Patrols (5th grade only), classroom leaders, and cafeteria leaders. All students have the chance to be classroom or cafeteria leaders.

Students have the opportunity to get Cowboy Tickets if they are caught doing something good. These students are then showcased live on our morning news.

Students also show leadership skills when running the morning news live every morning.

We have a full time guidance counselor (Rebecca Keller) who holds small group, individual, and whole class counseling sessions.

We have a full time dean (Laura Pitts) who counsels students in regards to behavior issues.

Our school nurse works full time to provide students health services, including taking groups of students to the dentist every Wednesday morning.

Students also run school wide assemblies throughout the school year.

We plan to implement a Student Lighthouse Team as a part of our Leader in Me program later this school year.

Our ESE liaison (Jessica Duncan) provides all needed services for all ESE students.

In addition, the administrative team (Bertie Alvarez and Danielle Deese) is available whenever needed.

In addition, West has a student council to ensure student opinions are heard and valued.

**Early Warning Systems**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

**Describe the school's early warning system and provide a list of the early warning indicators used in the system**

N/A

**Provide the following data related to the school's early warning system**

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

**The number of students identified by the system as exhibiting two or more early warning indicators:**

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

**Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system**

N/A

### Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

**Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress**

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

**Will the school use its PIP to satisfy this question?**

No

#### **PIP Link**

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

#### **Description**

Research says that parent involvement has been found to have a positive effect on student achievement.

West has implemented several new initiatives this year: Leader in Me parent nights, website, and Facebook page

SAC/Boosters will continue to meet once a month.

Below is our PIP:

The School District of DeSoto will comply with and implement the requirements of section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA) to include the following:

Programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs consistent with Section 1118 of the ESEA. These programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children;

Work with schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA;

The district will incorporate the district-wide parental involvement policy into its Local Educational Agency (LEA) plan developed under Section 1112 of the ESEA;

In carrying out the Title I, Part A, parental involvement requirements to the extent practicable, the District and its schools will provide full opportunities for the participation of English Language Learners (ELL), parents with disabilities, and parents of migratory children, including providing

information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language that parents can understand;

If the District plan for Title I, Part A, developed under Section 1112 of the ESEA is not satisfactory to the parents of participating children, the District will submit any parent comments with the plan when it is submitted to the Florida Department of Education (FLDOE);

The District will involve the parents of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the school, after equitable provisions have been provided to participating private schools;

The District will be governed by the statutory definition of "parents" and "parental involvement" defined in Section 9101(31-32), and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition;

The District will inform parents and parent organizations of the purpose and existence of both Parent Information and Resource Centers (PIRC) in the state.

West Elementary School Parental Involvement Policy

Professional Development Activities

Parent Involvement Activities will be organized by the PI Specialist and will include the following:

Open House

Reading Night

Assessment Night

Project Night

Leader In Me Family night

The target audiences for these activities will be:

Teachers

Students

Parents

The expected outcome of these activities are:

Improved parent communication

Student success

Increased parent involvement in child's education

All planned parental involvement activities include a translator for ELL parents.

When teachers hold parent conferences, every effort is made to provide a translator.

Every school office includes a bilingual staff member to provide a friendly contact for non-English parents.

All written communications to parents will be provided in the appropriate language.

Messages sent by phone are provided in the language a parent can understand to the extent practicable.

Parent meetings and workshops are held at various times to allow parents greater flexibility in receiving the information to assist their children.

Annual training for staff and teachers will include

New Teacher Mentor Program 7 Habits

Curriculum Maps Skyward PLC's

Faculty Meetings Leader in Me

District Parent Involvement Specialists:

Dauida Goldman

Email: [Dauida.goldman@desoto.k12.fl.us](mailto:Dauida.goldman@desoto.k12.fl.us)

**Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement**

West collaborates with 4H and Mosaic to implement Science related activities into the school. These activities correlate to the Science FCAT test for fifth graders, therefore increasing student achievement. Our COWBOY Boosters partnership helps fund classroom activities and materials. We are recruiting business partners through our Leader in Me program and have invited several businesses in to have the students present to business partners here at West. First grade collaborates with the Historical Society to give the students artifacts and to learn about history. These activities correlate with the Common Core Standards. Dollar General donated school supplies for students in need. All Faith's Food Bank provides food every Friday for the "Backpack Program." We have created a partnership with the high school culinary arts teacher to provide baked goods for various events on our campus. Dr. Nathan's office donated about 200 pairs of shoes for needy students.

## Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

### School Leadership Team

#### Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Alvarez, Bertie	Principal
Deese, Danielle	Assistant Principal
Johnson, Bryan	Dean
Bordner, Tonya	Other
Turner, Amy	Other
Keller, Rebecca	Guidance Counselor
Gilmore, Lucretia	Instructional Coach

#### Duties

***Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making***

The function of each member of the MTSS Leadership team is as follows:

Classroom Teacher - delivers instructional interventions, monitors student progress, attends MTSS meetings

Academic Coach - trains teachers in interventions, models interventions and differentiated instruction, guides the classroom teacher in the collection of data, collects school-wide data to use in identifying at risk students, attends MTSS meetings

Speech Pathologist - Completes communication skills screenings, incorporates MTSS data when guiding a speech/language referral, attends MTSS meetings

ESE Coordinator - Incorporates MTSS data when making eligibility decisions, consults with MTSS team regarding interventions, attends MTSS meetings

ESOL Coordinator - Provides ELL interventions, attends MTSS meetings

Guidance Counselor - Maintains MTSS folder, maintains a log of all students served through the MTSS process, completes necessary MTSS forms, sends home parent invitations for scheduled MTSS meetings,

conducts social-developmental history interviews when necessary, attends MTSS meetings

ESE Staffing Specialist - facilitates eligibility determination meeting, facilitates staffing's for ESE services meetings at the appropriate tier of the MTSS process, reviews final documentation

Principal/Assistant Principal - facilitates and supports the implementation of the MTSS process, provides and coordinates continuous MTSS professional development, assigns personnel to support MtSS implementation, conducts classroom walkthroughs to monitor implementation, attends MTSS meetings

Dean- Counsels and disciplines students, maintains and supports school discipline code and color code of conduct, implements school wide positive behavior program.

***Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact***

The MTSS Leadership Team meets twice yearly to discuss progress and set goals. Schoolwide data is reviewed for effectiveness of instruction and curriculum resources and programs. Throughout the school year the MTSS Coordinator (Bertie Alvarez) holds progress meetings to monitor the progress of the students served through the process.

Title I, Part A services are provided to students in need of additional support through after-school programs, summer institutes and intervention instruction during the school day. The district coordinates the use of Title I, II, III, and IV funds to provide professional development for teachers and administrators to improve instructional practices and support improvement in student achievement. Title I, Part C Migrant advocates at each school provide instructional support to students either during or after the school day. These advocates coordinate with Title I and other programs. Title I, Part D provides funds to be used to develop and implement a drop-out prevention program for the district. Title II, Part A funds are used to provide supplemental professional development for faculty, staff and administrators at all school sites in the district. Specific activities are based on the need of the schools as determined by student performance data and surveys of all stakeholders. These funds are used in collaboration with funds from local sources and other federal projects. Title II, Part D funds are used to support instructional technology through the purchase and repair of hardware, software and the provision of professional development in the use of technology as an instructional tool. Title III services are provided at each school to support education of English language learners for the purpose of improving student performance. Title X Homeless, the coordinator of district services for homeless students provides resources (clothing, school supplies, social service referrals) for students identified as homeless under the McKinney-Vento Act to eliminate barriers for a free and appropriate education. Violence Prevention Programs offers a non-violence/anti-bullying program at all schools as part of the character education program. This may include but not be limited to guest speakers, field trips and community service activities.

## School Advisory Council (SAC)

### Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Kim Serio	Teacher
Greta Mercer	Parent
Jennie Muse	Parent
Kayla Patton	Teacher
John Bois	Parent
Tara Lolley	Parent
Josefina Hurtado	Parent
Teresa Barrera	Parent
Sheri Bohannan	Parent
Robert Smith	Parent
Lynna Welker	Parent
Irene Cerna	Teacher
Ashley Utterz	Parent
Cynthia Jones	Education Support Employee
Laura Pitts	Teacher
Danielle Deese	Principal
Bertie Alvarez	Principal
	Student

### Duties

**Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes**

*Evaluation of last year's school improvement plan*

The first SAC meeting was held on September 4th, 2014. At this time, we have a secretary, but other positions will need to be filled during the next meeting when officer voting occurs. This meeting will be held October 2nd, 2014. At this time, data and the SIP from 2013-2014 will be shared and parent input will be requested.

*Development of this school improvement plan*

The school improvement plan will be presented to the SAC committee on October 2nd, 2014 to review the school data and goals. The SAC committee will assist in offering suggestions for academic improvement and monitoring for progress towards goals throughout the school year, specifically at the mid-year review.

*Preparation of the school's annual budget and plan*

SAC reviewed professional development opportunities and the SIP from 2013-2014 at the first SAC meeting on September 4th, 2014. We explained that we plan to implement and train teachers on the Leader in Me, Lighthouse Committee, At this time, the school leadership committee is addressing this topic as a SAC has not been created.

**Describe the use of school improvement funds allocated last year, including the amount budgeted for each project**



The projected use of funds for 2013-2014 was as follows:  
Books for classroom libraries (all new teachers)- \$900.00  
Florida Arts on Tour - \$2000.00  
Educational Resources (online educational subscriptions) - \$3,000.00  
Parent Resource Room (educational books and information for parent use and check-out)- \$5,000.00

**Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC**

No

*If the school is not in compliance, describe the measures being implemented to meet SAC requirements*

West is sending home flyers, calling parents, sending robocalls, and making Facebook posts to encourage parent involvement. We will continue to recruit members to serve as representation of our school community.

**Literacy Leadership Team (LLT)**

**Membership**

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Alvarez, Bertie	Principal
Deese, Danielle	Assistant Principal
Johnson, Bryan	Dean
Bordner, Tonya	Instructional Coach
Turner, Amy	Other
Keller, Rebecca	Guidance Counselor
Gilmore, Lucretia	Instructional Coach

**Duties**

**Describe how the LLT promotes literacy within the school**

The major initiatives of the Literacy Leadership Team will be the restructuring of our school based Accelerated Reader program and the coordinating school based literacy activities. It will also facilitate FSA parent night, the celebration of the state-wide literacy week, annual book fair and work in partnership with the SAC committee with all school-wide literacy efforts. The team will be a cross-representation of the school population and will meet monthly. The focus is to promote and enhance literacy at West. The meetings will establish goals and strategies for the 2014-2015 school year. The team will also develop, review, monitor, and assess the administrator's quarterly literacy plans.

**Public and Collaborative Teaching**

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

**Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction**

All grade level teachers have common planning time and include the grade level paraprofessional. In addition, after school committees have been formed to include ESE, ESOL, and Special Area teachers. Team leaders were trained in PLC strategies and host weekly meetings with their grade level teams. We created a Leadership Lounge to encourage collaboration and interaction among staff members

before, during, and after school. The lounge also contains teacher resources for all to use. The school academic coach will host Data Team Meetings with each grade level team during their planning time once a month.

### **Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school**

The principal works with Human Resources to advertise open positions, screen applicants and schedule interviews. Perspective teachers are recruited through the district website, Teachers-Teachers.com, Heartland Educational Consortium website, the State of Florida teacher recruitment website and the district participates in the Teach-In each summer. Principals are invited to attend and are encouraged to interview and hire qualified applicants. The district also offers a mentoring program to assist new teachers in the transition from college to the teaching profession. Support is given throughout the first year of teaching through one to one mentoring with qualified teachers. In addition, Kristie Joens will be offering technology training for all new teachers every first Tuesday of the month.

### **Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities**

After an initial two day orientation, West Elementary pairs up all new teachers with highly qualified teachers. Mentor teachers are selected based on their time employed and effectiveness in the classroom. Mentors provide support to new teachers through observations, providing feedback and general directions with day to day activities. They meet with their mentee at least once per week to discuss strategies for classroom management, teaching strategies and student progress. The mentees are also given an overview of the MTSS program and are given support from the MTSS coordinator and academic coach to ensure that MTSS plans are implemented and done with fidelity. The mentee and mentor teacher also meet once a month at the Family Service Center to complete a book study, to answer any questions/concerns, and to share information.

## **Ambitious Instruction and Learning**

### **Instructional Programs and Strategies**

#### **Instructional Programs**

#### ***Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards***

Administrators use a variety of tools to ensure the core programs are aligned with Florida standards:

- Walk throughs
- Lesson plans/ Curriculum maps
- Formal observations
- Team leader/PLC meetings
- Data meetings

All instructional materials are county and school approved and are verified through administrator walk throughs.

#### **Instructional Strategies**

#### ***Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments***

Our school uses:

- Data teams/analysis (iReady, FLKRS)



- RTI meetings
- ESE inclusion support
- ESOL inclusion support
- ESE self contained units
- Grade level paraprofessionals for individual and small group help
- Academic coach reviews data and models instructional strategies as needed
- Online training is available through FDLRS

After reviewing data and observations in data team meetings, information will be used to adjust/modify curriculum, strategies, and support as needed.

-During the meetings, students will be identified and strategies will be implemented based on individual student need.

-If further intervention is needed, the RTI process will be applied.

- If deemed appropriate, the child will be referred to ESE services.

***Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:***

**Strategy:** After School Program

**Minutes added to school year:** 360

21st Century After School Program - This program runs four days per week for 3 hours. Students activities will include: Tutoring, Project based activities, Enrichment, and Technology. The objective of the program is to provide tutoring and enrichment to students in grades 2-5. Students are tutored by a teacher in small groups consisting of no more than six to eight students. The curriculum features problem based learning and STEM projects.

### ***Strategy Rationale***

Many students are not reaching the proper learning gains, according to the Spring 2014 FCAT assessment, therefore the students would benefit from one on one and small group instruction.

### ***Strategy Purpose(s)***

- Enrichment

### ***Person(s) responsible for monitoring implementation of the strategy***

Alvarez, Bertie, bertie.alvarez@desoto.k12.fl.us

### ***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Computerized assessments, lesson plans, and observations will be used to determine effectiveness.

**Strategy:** Extended School Day

**Minutes added to school year:** 11,160

In our Intensive ELA block, teachers will focus on the five areas of reading and will employ skills based groups.

**Strategy Rationale**

West was deemed an F school by the state of Florida in 2013-2014. Our Reading scores \_\_\_\_\_\*\*

**Strategy Purpose(s)**

- Core Academic Instruction

**Person(s) responsible for monitoring implementation of the strategy**

Alvarez, Bertie, bertie.alvarez@desoto.k12.fl.us

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

IReady Reports, FLKRS reports, lesson plans, and observations will be used to determine effectiveness.

**Student Transition and Readiness**

**PreK-12 Transition**

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

**Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another**

Pre-schools and day-care providers are invited to bring perspective students to an orientation each Spring. A day is scheduled that includes time to meet teachers and staff and tour the campus. Kindergarten Round-up is held prior to the conclusion of the school year for both parents and students to come in and receive information about the school, meet teachers and administrators as well as learn expectations for the upcoming school year. The school nurse is also on hand to provide information to assist the parent with the registration process. The principal from the Desoto Early Childhood Center provides the kindergarten teachers with an orientation that includes information about each child and expectations for the FLKRS assessment.

The fifth graders take a trip to the middle school every May to tour the school and receive an orientation.

**College and Career Readiness**

**Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations**

N/A

**Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs**

N/A

**Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement**

N/A

**Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes**

N/A

## School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

### Problem Solving Key

**G** = Goal

**B** =  
Barrier

**S** = Strategy

**1** = Problem Solving Step     S123456 = Quick Key

## Strategic Goals Summary

- G1.** If all staff members at West Elementary use ambitious and collaborative teaching methods to engage students during instructional time, then West Elementary will increase student achievement as measured by growth indicators.

## Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

**G1.** If all staff members at West Elementary use ambitious and collaborative teaching methods to engage students during instructional time, then West Elementary will increase student achievement as measured by growth indicators. **1a**

G040728

**Targets Supported** **1b**

Indicator	Annual Target
FSA - English Language Arts - Proficiency Rate	39.0

**Resources Available to Support the Goal** **2**

- Professional Development early release days
- Thinking Maps
- Peer modeling
- Computer labs
- IReady and Star testing
- Professional Learning Community (PLC) team meetings
- Guidance Counselor (Rebecca Keller)
- Common planning time
- Data teams
- Academic Coach (Lucretia Gilmore)
- 21st Century
- Title I funding
- County level specialists

**Targeted Barriers to Achieving the Goal** **3**

- Best practices related to current standards
- System to support instructional change

**Plan to Monitor Progress Toward G1.** **8**

Analyzing formative assessment data for grades K-5

**Person Responsible**

Danielle Deese

**Schedule**

Monthly, from 9/29/2014 to 6/5/2015

**Evidence of Completion**

IReady, STAR, FLKRS, team generated assessments

## Action Plan for Improvement


For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

### Problem Solving Key


**G** = Goal                      **B** =  
Barrier                      **S** = Strategy

**1** = Problem Solving Step       S123456 = Quick Key


**G1.** If all staff members at West Elementary use ambitious and collaborative teaching methods to engage students during instructional time, then West Elementary will increase student achievement as measured by growth indicators. **1**

 G040728

**G1.B7** Best practices related to current standards **2**

 B106498

**G1.B7.S1** Implementation of PLC's, which includes data analysis and discussion/sharing of best instructional practices related to current standards **4**

 S117791

### Strategy Rationale

To establish professional learning communities within the school and to provide the staff with the guidelines, opportunity, and time to analyze data and research best practices.

### Action Step 1 **5**

Sharing expectations of a PLC with the whole staff during the staff learning meeting

#### Person Responsible

#### Schedule

#### Evidence of Completion

Agenda, roster, meeting minutes

**Action Step 2** 5

Grade level teams will meet to create norms for grade level PLC's. At the initial meeting team members will bring IReady data and initial concerns.

**Person Responsible**

Bertie Alvarez

**Schedule**

***Evidence of Completion***

Team leader agenda, roster, meeting minutes, identified students, and list of norms.

**Action Step 3** 5

Implement PLC meetings twice a month as indicated on the master calendar.

**Person Responsible**

Bertie Alvarez

**Schedule**

Biweekly, from 9/22/2014 to 6/5/2015

***Evidence of Completion***

Team meeting minutes, roster, and agenda

**Action Step 4** 5

Lucretia Gilmore will continue to meet with the grade level teams once a month and continue to coach them on how to effectively implement PLC's.

**Person Responsible**

**Schedule**

Monthly, from 9/29/2014 to 6/5/2015

***Evidence of Completion***

Administration will review all team leader notes, agendas, etc. from the PLC meetings.

**Plan to Monitor Fidelity of Implementation of G1.B7.S1 6**

Collecting of team meeting notes, agendas, rosters, PLC notes and plans

**Person Responsible**

Bertie Alvarez

**Schedule**

Monthly, from 9/22/2014 to 6/5/2015

**Evidence of Completion**

team meeting notes, agenda, rosters, PLC notes and plans

**Plan to Monitor Fidelity of Implementation of G1.B7.S1 6**

Observations of PLC meetings by leadership team

**Person Responsible**

Bertie Alvarez

**Schedule**

Monthly, from 9/22/2014 to 6/5/2015

**Evidence of Completion**

Observational walk-through notes

**Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7**

Conduct walk-throughs to observe usage of best practices during instructional time

**Person Responsible**

Bertie Alvarez

**Schedule**


Weekly, from 9/22/2014 to 6/5/2015

**Evidence of Completion**


Anecdotal notes and Copeland's Effective Teaching Framework



**G1.B13** System to support instructional change **2**

 B107065

**G1.B13.S1** Implementation of common planning, which allows time for team grade level meetings. During this time the teams analyze data, discuss/share best instructional practices related to current standards, review grade level assessments and test scores for strengths, weaknesses, and trends, and lesson plan. **4**

 S119921

**Strategy Rationale**

The school morale was low and teachers reported a lack of collaboration and sharing among staff members. By implementing common planning time the teachers can meet to discuss, analyze, share, and research.

**Action Step 1** **5**

Develop master schedule that allowed for common planning time for each grade level team

**Person Responsible**

Danielle Deese

**Schedule**

Daily, from 7/14/2014 to 8/13/2014

**Evidence of Completion**

Master schedule

**Action Step 2** **5**

Team leaders scheduled weekly meetings

**Person Responsible**

Bertie Alvarez

**Schedule**

On 8/15/2014

**Evidence of Completion**

Master calendar

### Action Step 3 5

Team leaders surveyed grade level teams for needs assessment and created team meeting agendas based on the results

**Person Responsible**

Bertie Alvarez

**Schedule**

Weekly, from 8/11/2014 to 6/5/2015

**Evidence of Completion**

Team leader agendas, team meeting notes, and walk through data

### Action Step 4 5

Team leaders will host meetings, based on grade level needs, to review the curriculum maps, lesson plan, share strategies and activities, analyze data, and to collaborate on common assessments.

**Person Responsible**

Bertie Alvarez

**Schedule**

Weekly, from 8/11/2014 to 6/5/2015

**Evidence of Completion**

Team leader agendas, rosters, and walk through data

### Plan to Monitor Fidelity of Implementation of G1.B13.S1 6

Collecting of team meeting notes, agendas, and rosters

**Person Responsible**

Bertie Alvarez

**Schedule**

Weekly, from 8/11/2014 to 6/5/2015

**Evidence of Completion**

Team meeting notes, agendas, and rosters

**Plan to Monitor Fidelity of Implementation of G1.B13.S1 6**

Administration will observe grade level team meetings

**Person Responsible**

Lucretia Gilmore

**Schedule**

Monthly, from 9/15/2014 to 6/5/2015

**Evidence of Completion**

Observation notes and checklists

**Plan to Monitor Effectiveness of Implementation of G1.B13.S1 7**

Conduct walk-throughs to observe the implementation of rigorous and relevant curriculum

**Person Responsible**

Danielle Deese

**Schedule**

Monthly, from 9/15/2014 to 6/5/2015

**Evidence of Completion**

Walk-through notes, lesson plans, and checklists

**Appendix 1: Implementation Timeline**

*Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B7.S1.A1	Sharing expectations of a PLC with the whole staff during the staff learning meeting		9/18/2014	Agenda, roster, meeting minutes	one-time
G1.B13.S1.A1	Develop master schedule that allowed for common planning time for each grade level team	Deese, Danielle	7/14/2014	Master schedule	8/13/2014 daily
G1.B7.S1.A2	Grade level teams will meet to create norms for grade level PLC's. At the initial meeting team members will bring IReady data and initial concerns.	Alvarez, Bertie	9/22/2014	Team leader agenda, roster, meeting minutes, identified students, and list of norms.	one-time
G1.B13.S1.A2	Team leaders scheduled weekly meetings	Alvarez, Bertie	8/11/2014	Master calendar	8/15/2014 one-time
G1.B7.S1.A3	Implement PLC meetings twice a month as indicated on the master calendar.	Alvarez, Bertie	9/22/2014	Team meeting minutes, roster, and agenda	6/5/2015 biweekly
G1.B13.S1.A3	Team leaders surveyed grade level teams for needs assessment and	Alvarez, Bertie	8/11/2014	Team leader agendas, team meeting notes, and walk through data	6/5/2015 weekly

**Desoto - 0061 - West Elementary School - 2014-15 SIP**  
*West Elementary School*

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	created team meeting agendas based on the results				
G1.B7.S1.A4	Lucretia Gilmore will continue to meet with the grade level teams once a month and continue to coach them on how to effectively implement PLC's.		9/29/2014	Administration will review all team leader notes, agendas, etc. from the PLC meetings.	6/5/2015 monthly
G1.B13.S1.A4	Team leaders will host meetings, based on grade level needs, to review the curriculum maps, lesson plan, share strategies and activities, analyze data, and to collaborate on common assessments.	Alvarez, Bertie	8/11/2014	Team leader agendas, rosters, and walk through data	6/5/2015 weekly
G1.MA1	Analyzing formative assessment data for grades K-5	Deese, Danielle	9/29/2014	IReady, STAR, FLKRS, team generated assessments	6/5/2015 monthly
G1.B7.S1.MA1	Conduct walk-throughs to observe usage of best practices during instructional time	Alvarez, Bertie	9/22/2014	Anecdotal notes and Copeland's Effective Teaching Framework	6/5/2015 weekly
G1.B7.S1.MA1	Collecting of team meeting notes, agendas, rosters, PLC notes and plans	Alvarez, Bertie	9/22/2014	team meeting notes, agenda, rosters, PLC notes and plans	6/5/2015 monthly
G1.B7.S1.MA3	Observations of PLC meetings by leadership team	Alvarez, Bertie	9/22/2014	Observational walk-through notes	6/5/2015 monthly
G1.B13.S1.MA1	Conduct walk-throughs to observe the implementation of rigorous and relevant curriculum	Deese, Danielle	9/15/2014	Walk-through notes, lesson plans, and checklists	6/5/2015 monthly
G1.B13.S1.MA1	Collecting of team meeting notes, agendas, and rosters	Alvarez, Bertie	8/11/2014	Team meeting notes, agendas, and rosters	6/5/2015 weekly
G1.B13.S1.MA2	Administration will observe grade level team meetings	Gilmore, Lucretia	9/15/2014	Observation notes and checklists	6/5/2015 monthly

## Appendix 2: Professional Development and Technical Assistance Outlines

*Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.*

## Professional Development Opportunities

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** If all staff members at West Elementary use ambitious and collaborative teaching methods to engage students during instructional time, then West Elementary will increase student achievement as measured by growth indicators.

### **G1.B7** Best practices related to current standards

**G1.B7.S1** Implementation of PLC's, which includes data analysis and discussion/sharing of best instructional practices related to current standards

#### **PD Opportunity 1**

Sharing expectations of a PLC with the whole staff during the staff learning meeting

##### **Facilitator**

Lucretia Gilmore

##### **Participants**

Whole Staff

##### **Schedule**

#### **PD Opportunity 2**

Implement PLC meetings twice a month as indicated on the master calendar.

##### **Facilitator**

Lucretia Gilmore

##### **Participants**

All k-5 teachers

##### **Schedule**

Biweekly, from 9/22/2014 to 6/5/2015

## Technical Assistance Items

*Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.*

## Budget Rollup

### Summary

Description	Total
Grand Total	0