

The School District of Desoto

West Elementary School



2020-21 Schoolwide Improvement Plan

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West Elementary School

304 W IMOGENE ST, Arcadia, FL 34266

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

Demographics

Principal: Ryan Bruck

Start Date for this Principal: 6/18/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: C (47%) 2017-18: C (45%) 2016-17: D (32%) 2015-16: C (41%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement

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

Provide the school's vision statement

Approaching all challenges with our best efforts.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Bruck, Ryan	Principal	School instructional leader, identify and implement the school vision, professional development, human resources, student achievement, motivator, lead learner, and coach
Cookerly, David	Assistant Principal	Assist the principal. School instructional leader, safety, daily operations and management of the staff, students, and school.
Nelsen, Michael	Dean	Administrative dean of students who manages operations of student behavior and discipline.
Gilmore, Lucretia	Teacher, K-12	Team Leader 1st Grade, Leadership Action Team Facilitator
Adkins, Jamie	Teacher, K-12	Team Leader KG
Colding, Julie	Teacher, K-12	Team Leader 2nd Grade
Gilmore, Alison	Teacher, K-12	Team Leader 3rd Grade
Ruff, Marsha	Teacher, K-12	Team Leader 4th Grade
Cerna, Irene	Teacher, K-12	Team Leader 5th Grade
Hockett, Chad	SAC Member	SAC Chair, Teacher, Team Leader
Huckaby, Greta	SAC Member	Paraprofessional and SAC Treasurer
Koch, Whitney	SAC Member	Teacher and SAC Secretary
Padgett, Sharla	Paraprofessional	Paraprofessional Team Leader
Bordner, Tonya	Teacher, K-12	Teacher, Lighthouse Team Co-Facilitator, Academics Action Team Facilitator
Longenecker, Christina	Teacher, K-12	Lighthouse Team Co-Facilitator, Culture Action Team Facilitator
Quintero, Maricela	Administrative Support	Principal's Secretary

Name	Title	Job Duties and Responsibilities
Beeler, Amanda	Instructional Coach	Academic coach for grades 3-5
Sorrells, Sarah	Instructional Coach	Academic coach for grades K-2
Glick, Jen	Teacher, K-12	Media Specialist
Ridley, Janet	Attendance/Social Work	Attendance Clerk, Attendance Committee Chair
Colding, Katie	Guidance Counselor	School Counselor, Testing Coordinator, 504 Chair

Demographic Information

Principal start date

Monday 6/18/2018, Ryan Bruck

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

29

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

14

Total number of teacher positions allocated to the school

48

Demographic Data

2020-21 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
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students)	Black/African American Students Economically Disadvantaged Students

(subgroups in orange are below the federal threshold)	English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: C (47%) 2017-18: C (45%) 2016-17: D (32%) 2015-16: C (41%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

Early Warning Systems

Current Year

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	87	113	115	110	149	131	0	0	0	0	0	0	0	705
Attendance below 90 percent	0	0	34	23	30	26	0	0	0	0	0	0	0	113
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	1	1	1	2	2	0	0	0	0	0	0	0	7
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	20	19	0	0	0	0	0	0	0	39
Level 1 on 2019 statewide Math assessment	0	0	0	0	15	28	0	0	0	0	0	0	0	43
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	17	18	0	0	0	0	0	0	0	35

The number of students identified as retainees:

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

Date this data was collected or last updated

Thursday 8/20/2020

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	23	16	26	18	14	17	0	0	0	0	0	0	0	114
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

Prior Year - Updated**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	23	16	26	18	14	17	0	0	0	0	0	0	0	114
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

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

The number of students identified as retainees:

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

Part II: Needs Assessment/Analysis

School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	44%	38%	57%	42%	34%	56%
ELA Learning Gains	55%	52%	58%	50%	48%	55%
ELA Lowest 25th Percentile	54%	51%	53%	54%	49%	48%
Math Achievement	45%	45%	63%	46%	41%	62%
Math Learning Gains	48%	57%	62%	44%	49%	59%
Math Lowest 25th Percentile	40%	55%	51%	44%	45%	47%
Science Achievement	46%	37%	53%	36%	33%	55%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	42%	34%	8%	58%	-16%
	2018	38%	29%	9%	57%	-19%
Same Grade Comparison		4%				
Cohort Comparison						
04	2019	38%	37%	1%	58%	-20%
	2018	44%	39%	5%	56%	-12%
Same Grade Comparison		-6%				
Cohort Comparison		0%				
05	2019	46%	41%	5%	56%	-10%
	2018	39%	33%	6%	55%	-16%
Same Grade Comparison		7%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	45%	40%	5%	62%	-17%
	2018	45%	32%	13%	62%	-17%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	47%	51%	-4%	64%	-17%
	2018	49%	51%	-2%	62%	-13%
Same Grade Comparison		-2%				
Cohort Comparison		2%				
05	2019	35%	43%	-8%	60%	-25%
	2018	38%	41%	-3%	61%	-23%
Same Grade Comparison		-3%				
Cohort Comparison		-14%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	44%	36%	8%	53%	-9%
	2018	35%	32%	3%	55%	-20%
Same Grade Comparison		9%				
Cohort Comparison						

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	38	51	32	44	57	44	29				
ELL	22	46	59	33	40	22	33				
BLK	41	67	60	43	58	64					
HSP	36	55	59	41	46	31	35				
MUL	27			18							
WHT	52	54	48	49	50	45	58				
FRL	41	58	55	40	46	38	41				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	27	32	46	36	41	47	22				
ELL	30	55	42	32	24						
BLK	40	53		31	45	55	18				
HSP	33	52	54	42	40	39	27				
MUL	42			50							
WHT	49	46	53	51	47	42	45				
FRL	34	46	54	41	42	45	30				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	47
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	44
Total Points Earned for the Federal Index	376
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	43
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	37
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	56
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	43
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	23
Multiracial Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Multiracial Students Subgroup Below 32%	1
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	51
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	45
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

According to the data from over a year ago, the lowest component of our school grade was Math Lowest 25th Percentile. The district adopted a new math program and teachers were still understanding how to effectively teach using this resource.

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

According to the data from over a year ago, the greatest decline was the Math Bottom Quartile. The Math Bottom 25% decreased 4% from the previous year. The bottom quartile was not a focus area for that year in math. This was before we used math intervention groups.

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

According to the data from over a year ago, the math and reading proficiency are the largest gaps compared to the state data. The reading is 12% lower and the math is 17% lower. The student intervention block was not done with fidelity and the students were not targeted as much as they are currently.

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

According to the data from over a year ago, the largest gains were made in Science. West Elementary has a STEAM lab and STEAM class that focuses on Science achievement. The reading scores also increased which has an effect on Science. When reading fluency increases, science also shows gains.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The two biggest areas of concern from EWS data include student attendance and number of students who are not proficient. The number of level 1 students needs to improve.

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

1. Improve Reading and Math proficiency
2. Increase bottom quartile and learning gains
3. Improve student attendance
4. Improve identified ESSA group performance of ELL and Multiracial

Part III: Planning for Improvement

Areas of Focus:

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

We will work to improve reading fluency, then build on comprehension which will positively increase reading proficiency.

**Measureable
Outcome:**

By the end of the 20-21 school year, West Elementary School will increase the number of students who are proficient in ELA from 44% to 51% according to the FSA.

**Person
responsible
for
monitoring
outcome:**

Ryan Bruck (ryan.bruck@desotoschools.com)

**Evidence-
based
Strategy:**

Teacher and staff will analyze common assessments to identify which students need more support. Teachers will have regular data chats with administration to problem solve and provide resources. We will provide after school tutoring to selected students to improve specific areas of reading.

**Rationale
for
Evidence-
based
Strategy:**

We will use student leadership notebooks to track reading progress. This will motivate students to strive for academic excellence. The student led conferences each quarter provides an opportunity for students to share their progress with their families.

Action Steps to Implement

Teachers collaborate with their grade level teams weekly. The first action step priority is to improve the collaboration by helping teachers facilitate data driven conversations that lead to student achievement. Agendas and timely student data will be the focus of conversations and teachers will be empowered to problem solve as they improve student achievement in Reading. This action step will be accomplished by the end of the year with fidelity. Training, coaching and modeling will help build the capacity of these collaborative teams. The teachers will be the experts who know the students and will address the needs of the students appropriately.

**Person
Responsible**

Michael Nelsen (michael.nelsen@desotoschools.com)

Reading Intervention is the next action step. By the end of September students will be in appropriate skill groups based on their needs. The teachers will reflect on STAR assessment data, classwork and observations to properly identify which area of need is most critical for student growth. The specific areas of intervention may include: Phonics, Word Reading, Vocabulary, Comprehension, or Enrichment. Teachers will differentiate in those different groups to focus on what students need. The reading intervention time is the first hour of the day for every grade level. This is a priority to improve reading fluency and comprehension at West.

**Person
Responsible**

Sarah Sorrells (sarah.sorrells@desotoschools.com)

The next action step is to provide after school tutoring for students with the greatest need. Teachers will be selected to provide specific targeted reading instruction based on standards to help improve student reading. Students will receive remediation to help them be successful with grade level standards. The students who are close to proficiency will get an

extra opportunity to be successful with the tutoring program. The program will focus on learning gains and student achievement in reading.

Person Responsible Amanda Beeler (amanda.beeler@desotoschools.com)

"West Leaders Area Readers" is our school slogan. Reading is a priority at West. Students hear and recite that daily with the morning announcements. Our theme this year is Building Leaders, aligned with that message we are also Building Readers. West has quarterly incentives for students who make reading a priority. Students earn (lego size) bricks for accomplishing different reading goals. Students display their bricks on their leadership lanyard. Students earn bricks by reading AR books, taking quizzes, and earning points. Students may also earn pencils, bookmarks, and other rewards for accomplishing individual student goals. The top readers in each grade level are designated as the Master Reading Builder and will earn a t-shirt. Each quarter resets and bricks start over. A lanyard could potentially have four sets of bricks. Students will be recognized at the quarterly student led achievements program.

Person Responsible Tonya Bordner (tonya.bordner@desotoschools.com)

#2. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale: The math proficiency will increase if we focus on the standards and provide intervention for the most needed areas with effective resources.

Measureable Outcome: By the end of the 20-21 school year, West Elementary School will increase the number of students who are proficient in Math from 45% to 53% according to the FSA.

Person responsible for monitoring outcome: Ryan Bruck (ryan.bruck@desotoschools.com)

Evidence-based Strategy: We will use the Acaletics math program daily during "Math Club" to improve math proficiency.

Rationale for Evidence-based Strategy: The Acaletics program has proven positive results when implemented with fidelity. We will provide professional development for teachers and on going support to implement this program in the math classrooms.

Action Steps to Implement

The Acaletics Kick off will be on August 19th with teachers. This Acaletics Professional Development will help staff become familiar with the components of the program and how it can impact student achievement in Math. Acaletics "Math Club" will be used during the math block to provide targeted intervention to improve math proficiency. The "Comprehensive Domain Review" will be utilized for home prep and support from home. The Kick off presentation was delivered by the Acaletics Trainer Omar Rivera.

Person Responsible Ryan Bruck (ryan.bruck@desotoschools.com)

The Acaletics materials will be delivered and distributed by the end of August. Materials will be delivered to staff and teachers will get a hands on learning experience with the new tools and resources. The school administration will help to build capacity of our math teachers. There will be a question and answer period to clarify understanding of the intervention program.

Person Responsible Ryan Bruck (ryan.bruck@desotoschools.com)

The next step in implementing the Acaletics program is to model and coach teachers. The principal will provide modeling in teachers classrooms along with the Acaletics trainers Omar and Mike to help the staff understand the components and how it can be effectively delivered. The principal will work side by side with teachers to understand the challenges and provide guidance. Teachers analyze student work to identify mastery and targeted instruction for their class.

Person Responsible Ryan Bruck (ryan.bruck@desotoschools.com)

The fourth action step to improve Math proficiency includes taking and analyzing the monthly scrimmage with Acaletics. Students will complete a monthly standards based assessment to identify areas of strength and areas of growth. The administration will work with teachers to identify areas of focus and deliver corrective instruction in math. Teachers will review the scrimmage and provide steps to help improve math proficiency. "Quick pics" will be used daily in class to address all of the grade level standards.

Person Responsible Ryan Bruck (ryan.bruck@desotoschools.com)

The principal and Acaletics leadership team will continue to provide coaching, modeling, and support throughout the school year to ensure the program is implemented with fidelity. Students will be recognized with a monthly "Green Party" as they demonstrate growth on the scrimmage. Monthly the students need to improve by 10% on the scrimmage to earn the Green Party.

Person Responsible Ryan Bruck (ryan.bruck@desotoschools.com)

#3. Culture & Environment specifically relating to Student Attendance

Area of Focus Description and Rationale: By setting high expectations for student attendance, students will be exposed to the curriculum and improve achievement.

Measureable Outcome: By the end of the 20-21 school year, West Elementary School student attendance will improve to 95% according to the school attendance data.

Person responsible for monitoring outcome: David Cookerly (david.cookerly@desotoschools.com)

Evidence-based Strategy: Leverage instructional time by improving student attendance which will increase student learning outcomes.

Rationale for Evidence-based Strategy: Clear attendance goals drive actions and motivations. Parents need to be aware of the importance of student attendance.

Action Steps to Implement

The attendance team will meet biweekly to discuss students who are in the different tiers for attendance. The team will reach out to families to problem solve and address concerns. The team sends out letters to parents as they meet the state statutes for truancy with the goal to improve attendance.

Person Responsible Janet Ridley (janet.ridley@desotoschools.com)

The administration at West loves to celebrate, recognize, and reward student attendance to motivate and improve students. Each quarter, at the student led assemblies students will be recognized for perfect attendance. Each week classes will earn the "Golden Cowboy Hat" for the best attendance on their grade level. These reward and recognition programs will inspire so students and help them understand the importance of being at school.

Person Responsible David Cookerly (david.cookerly@desotoschools.com)

The attendance goals will be clearly communicated with the staff during pre-service week in August. Teachers will chart their class attendance in their classroom WIG (Wildly Important Goals) wall. Grade level teams will post their attendance on their grade level WIG displays. The administration will monitor and track student attendance. The attendance committee will post daily absences, tardies and sign outs in a display in the front office.

Person Responsible Janet Ridley (janet.ridley@desotoschools.com)

The entire staff is responsible for improving student attendance. Phone calls will be made daily to reach out to families by teachers, support staff, and administration to improve student attendance.

Person Responsible David Cookerly (david.cookerly@desotoschools.com)

#4. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale: By clearly identifying and setting high expectations for student achievement, students in this group will improve proficiency.

Measureable Outcome: By the end of the 20-21 school year, West Elementary students in the identified subgroups of multiracial and ELL will obtain a minimum of 41% of the federal Index according to the FSA.

Person responsible for monitoring outcome: David Cookerly (david.cookerly@desotoschools.com)

Evidence-based Strategy: Identify and select targeted students and then have regular data conferences with teachers to identify and meet their needs.

Rationale for Evidence-based Strategy: The identification and support of these select students is critical to attaining this goal. We will analyze common assessments to help provide the proper interventions and help improve achievement.

Action Steps to Implement

The first action step for improving performance in our subgroups is to align our academic systems to develop consistency in our instruction. Classroom teachers met in vertical collaboration meetings (multiple grade levels) to discuss these systems. The leadership team took input from those meetings and collaborated to identify the West Academic Expectations. These academic systems were transferred into posters and distributed to teachers by September 2020. Teachers will teach using these aligned academic systems during instruction this school year.

Person Responsible Ryan Bruck (ryan.bruck@desotoschools.com)

Greatness happens every day at West. Job-Embedded professional development is a highly effective method to improve teaching and learning. The teachers at West have the opportunity to learn from each other during learning walks. Learning walks are when one classroom teacher observes another "Feature" teacher and they learn from each other. The administration organizes the walks and then travels with teachers in a side by side experience to build the capacity of teachers. The walk includes a pre-walk discussion, observation, and debrief. The teachers sign up for learning walks and then subs are provided to cover classes. The teachers observe successful teaching methods and apply the learning to their classrooms. The learning walks will begin in September and continue in October and February.

Person Responsible Ryan Bruck (ryan.bruck@desotoschools.com)

Academic Intervention is critical for students who defined in our ESSA subgroups of ELL and Multiracial. Interventions will be offered to support these students including: targeted intervention, after school tutoring, and differentiated instruction. ELL students will have the support of our ELL support staff. Regular parent conferences will be held to address the needs of students. Teachers will work with coaches to determine appropriate interventions and improve student achievement throughout the year.

Person Responsible Amanda Beeler (amanda.beeler@desotoschools.com)

The fourth action step for our ESSA subgroups of ELL and Multiracial is to identify and tailor support for these students. The teachers meet with administration for data chats, during

these chats students are identified in these subgroups. Their progress is monitored and reviewed after each grading period or assessment. Data teams collaborate weekly to modify instruction based on the needs of students.

Person Responsible Michael Nelsen (michael.nelsen@desotoschools.com)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The school improvement plan addresses all of the identified priorities from the Needs/Analysis.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

When schools work together with families to support learning, children are inclined to succeed not just in school, but throughout life. West Elementary recognizes that a child's education is a responsibility shared by schools, families and the community during the entire period a child spends in school.

The following are several suggestions of the many ways families may be involved with their child's education:

- Contact your child's teacher early in the school year and maintain communication throughout the school year.
- Participate in parent/teacher conferences and student led conferences.
- Ask the teacher what your child is learning and how you can support this at home.
- Talk with your child daily about homework, classroom activities and events.
- Learn about school policies and expectations so you can help your child understand them.
- Make efforts to stay informed of school and classroom events.
- Model behaviors and attitudes you expect from your child.
- Encourage and nurture your child's creativity.
- Be proactive in making the school aware of your support for your child's education.
- Talk with your employer about flex time so you can participate in school activities.
- Establish a daily family routine.

- Monitor out of school activities.
- Model the value of learning, self-discipline and hard work.
- Express high, but realistic expectations for achievement.
- Encourage your child's development/progress in school.
- Encourage reading, writing and discussions among family members.
- Be positive when talking with your child about school related activities.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget			
1	III.A.	Areas of Focus: Instructional Practice: ELA	\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	\$0.00
3	III.A.	Areas of Focus: Culture & Environment: Student Attendance	\$0.00
4	III.A.	Areas of Focus: ESSA Subgroup: English Language Learners	\$0.00
			Total: \$0.00