

**West Elementary
School Academic Plan SY19-20**

School District of DeSoto
School Board Action
September 10, 2019
APPROVED

9/9/2019

West Elementary School Improvement Plan

School Summary and History

West Elementary historical data has fluctuated from an “A” to a “F” over the last twenty years.

14-15	13-14	12-13	11-12	10-11	2009-10	2008-9	2007-8	2006-7	2005-6	2004-5	2003-4	2002-3	2001-2
F	D	C	C	C	A	A	A	A	A	A	A	B	B

In the past four years, we have been a “C” and a “D.”

Year	Total Points	Percentage	School Grade
15-16	285	41	C
16-17	223	32	D
17-18	316	45	C
18-19	332	47	C

School Grade

A = 62% +
B = 54% - 61%
C = 41% - 53%
D = 32% - 40%
F = below 31%

**West Elementary
School Academic Plan SY19-20**

9/9/2019

School Data (7 categories for 2019-20)

School Grade Component	Goal 2020	SY 2019	SY2018	SY2017
ELA Achievement	51	44	42	34
ELA Learning Gains	58	55	50	32
ELA Lowest 25 th Percentile	57	54	54	30
Math Achievement	53	45	46	43
Math Learning Gains	58	48	44	34
Math Lowest 25th Percentile	50	40	44	31
Science Achievement	51	46	36	19

Additional ESSA Categories (from FL DOE DA Team)

	Federal Percentage Points Goals for SY2019-2020	Federal Percentage Points SY18-19	Consecutive years
All students	54	47	
Economically Disadvantaged	48	45	0
English Language Learners	41	37	0
SWD	46	43	0
African American	59	56	0
Multiracial	41	23	1
Hispanic	46	43	0
White	54	51	0
ELL from WIDA	47	44	0

**West Elementary
School Academic Plan SY19-20**

9/9/2019

Goals: (Backup with assessment data and set goals for new school year)

Needs Assessment (Gap analysis)

1. The West Elementary School grade has been a “C” for the last 2 years. The school grade was a “D” in SY17. School Grade in SY15-16 was a “C.”
2. Proficiency is below state expectations in both Math and English Language Arts.
3. Science below state expectations for over 3 years.
4. There are two subgroups that are not meeting the minimum federal percentage points- Multiracial and ELL students.
5. There is a need to provide more support to teachers to identify specific student needs, particularly students who are members of one or more subgroups.

**West Elementary
School Academic Plan SY19-20**

9/9/2019

Goal 1. Improve Student Reading Achievement Using Florida Standard Based Instruction	
<p>By the end of the 19-20 School year, West Elementary school will increase the number of student who are proficient in ELA from 44% to 51% and Math from 45% to 53% according to the FSA.</p> <ul style="list-style-type: none"> • Improve ELA reading scores by at least 7% as measured by FSA • Improve student mastery of grade level standards to at least 70% in each grade level K-3 as measured by STAR • Decrease the number of students scoring below the “on watch” threshold by at least 20% 	
Prioritized Strategies	
1.	Increase teachers’ knowledge of students’ specific needs through deep data analysis
2.	Leverage weekly collaboration to design instruction based on students’ needs
3.	Utilize high yield curriculum to ensure students meet the rigor of the standards

Enabling Activities ELA	Implementation Plan	Lead	Timeline	Progress			
				Q1	Q2	Q3	Q4
Develop and maintain system to assess and track student mastery of standards	A. Review student data at school opening training and provide each grade level with form to monitor student mastery of grade level skills B. Develop a data wall for grade level to track student progress C. Each teacher will have a leadership notebook with grade level skills that will be brought to data team meetings to compile data D. School wide WIGs for ELA and Math	Team Leaders	August School Opening PD				
Meet individual student needs by improving the impact of intervention time	A. Structure intervention groups to reflect students’ needs based on mastery charts, STAR and Teacher input. * Decrease class size in lowest groups by increasing size of higher level groups and supplementing these groups with Paras. * Pre-and post-test students on specific intervention skills based on group to track progress. B. Intervention groups will reflect progress on targeted instruction based	Admin, team leaders, and coach	Set up intervention groups quarterly: August 2019, October 2019, Dec. 2019; and March 20				

**West Elementary
School Academic Plan SY19-20**

9/9/2019

	<p>on student need as determined by standards mastery lists through growth on the post test.</p> <p>C. Teachers will submit plans for intervention groups.</p> <p>D. Design instruction based on the needs of students</p>						
<p>Provide teachers with collaboration time to analyze data and use data to plan instruction.</p>	<p>A. Provide teachers with district pacing guides, state resources, and lesson plan template.</p> <p>B. Teachers will post completed lesson plan template to designated area.</p> <p>C. Set collaboration schedule to provide two days a week of lesson planning, and two days of data analysis for ELA (core instruction and intervention). Add math</p> <p>D. Shared collaboration schedule</p>	<p>Admin</p> <p>Supported by Team Leaders</p>	<p>August</p>				
<p>Leverage curriculum programs to expose students to grade level standards</p>	<p>A. Use curriculum pacing guides to break down what students will know and what they can show as lesson outcome by:</p> <ul style="list-style-type: none"> a. Identifying foundational skills b. Building opportunities for student engagement c. Plan scaffolding strategies to ensure all students reach mastery, particularly targeted students. 	<p>Team Leaders</p>	<p>Ongoing during weekly collaboration time</p>				

**West Elementary
School Academic Plan SY19-20**

9/9/2019

Goal 2. Improve Student Learning Gains and Bottom Quartile

By the end of the 19-20 School year, West Elementary school will increase the number of student who are make learning gains in ELA from 55% to 58% and Math from 48% to 58% according to the FSA.

Objectives:

- Improve FSA Learning gains and bottom quartile students as measured by FSA
- Improve student mastery of grade level standards to 70% in each grade level k-3 as measured by STAR
- Decrease the number of students scoring below the “on watch” threshold by at least 20%
- Students in identified subgroups will obtain a minimum of 41% of Federal Percent of Points Index (ELL, Multiracial)

Prioritized Strategies

1.	Increase math instructional time to include time for intervention
2.	Utilize collaboration time to unpack the standards and identify prerequisite skills
3.	Provide instruction that moves from concrete pictorial to abstract
4.	Increase support for students identified with tier 2 and tier 3 needs with new district instructional coach

Rationale:

Enabling Activities Math	Implementation Plan A. Actions B. Outcomes	Lead	Timeline	Progress			
				Q1	Q2	Q3	Q4
Restructure schedule to increase weekly math intervention time	New schedule developed (Spring 2019) Math Fluency during Intervention 1 day a week- Friday Differentiate instruction during the math block.	Admin	Fall 2019				
Increase teachers' depth of knowledge of math standards and foundational skills	Provide professional development on math progressions across grade levels by taking teachers through the vertical alignment of math and identifying key foundational skills. (Show teachers where it is in current curriculum programs if exists)	Admin, team leaders, and coach	September				

**West Elementary
School Academic Plan SY19-20**

9/9/2019

<p>Develop instructional strategies that use students' background knowledge to build new learning</p>	<p>A. Utilize data to determine what foundation skills students may need reinforced or taught</p> <p>B. Develop teachers' comfort level with the use of mathematical tools to build student knowledge during collaboration time. Plan instruction from concrete pictorial to abstract.</p> <p>C. Determine students "know" and "Show" for each standard and embed in the instructional plan and create formative assessment</p> <p>D. Analyze formative assessment (resource EMBARC Online) to determine individual, class and grade level needs.</p> <p>E. Increase support for students identified with tier2 and tier 3 needs with instructional coach.</p> <p>During walk through provide feedback on specific "show" and "know" skills identified by teachers.</p>	<p>Admin, team leaders, and coach</p>	<p>Collaboration time</p> <p>Tuesday/ Thursday Each Week Of the Year</p>				
<p>Provide foundation skill practice through the use of daily number talks</p>	<p>A. Provide professional development on the use of number talks to introduce strategies and ongoing support through collaboration time.</p> <p>B. Utilize 5-10 minutes of math instruction to conduct number talks (fluency practice) daily</p> <p>C. Provide feedback through bi-weekly walkthroughs</p> <p>Teachers provide feedback on strategies during collaboration and unpack the standards to identify prerequisite skills.</p>	<p>Admin, team leaders, and coach</p>	<p>Daily instruction</p> <p>Classroom walkthroughs</p> <p>Weekly -Each Week Of the Year</p>				

**West Elementary
School Academic Plan SY19-20**

9/9/2019

Goal 3. Improve Student Attendance	
<p>By the end of the 19-20 School year, West Elementary School student attendance will improve by 3% according to the school attendance data.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Set school wide expectations for attendance • Set school wide goals for improvement and communicate with all stakeholders • Provide positive reinforcement for attendance • Work to decrease barriers in student attendance 	
Prioritized Strategies	
1.	Analyze school attendance data to determine school goals.
2.	Set school wide expectations for attendance
3.	Create an environment that supports the students and community of West with Leader in Me
4.	Improve student attendance

Rationale: By setting high expectations for student attendance, students will be exposed to the curriculum and improve learning.

Enabling Activities	Implementation Plan A. Actions B. Outcomes	Lead	Timeline	Progress			
				Q1	Q2	Q3	Q4
Leverage instructional time by improving student attendance which will increase student learning outcomes	A. Attendance goal shared with staff B. During pre-service week, meet with attendance team to develop a plan to monitor, track, and reward student attendance C. Create and communicate policies for no student sign outs from 2:00-2:20. D. Display the goals in the front office as well as the totals from yesterday compared to our goal: absent, tardies, and sign outs. E. Principal to reinforce perfect attendance monthly during morning announcement	Principal	August Formative assessments shared during collaboration Morning announcements				

**West Elementary
School Academic Plan SY19-20**

9/9/2019

Recognize and reward students and classes for school attendance	A. Provide quarterly awards assemblies for students to celebrate perfect attendance. B. Every Monday- The weekly “Golden Cowboy Hat” to be announced on the morning news and displayed in feature classes who have perfect attendance.	Admin	Quarterly Monday				
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**West Elementary
School Academic Plan SY19-20**

9/9/2019

Goal 4. Eliminate Subgroups	
<p>By then end of the 2019-20 school year, West Elementary students in the identified subgroups of multiracial and ELL will obtain a minimum of 41% of the Federal Index according the FSA.</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Set school wide expectations for instruction • Students in identified subgroups will obtain a minimum of 41% of Federal Percent of Points Index (ELL, Multiracial) • Set school wide expectations for school environment and climate (Classroom, common spaces, attendance, behavior) • Create opportunities for distributed leadership 	
Prioritized Strategies	
1.	Utilize ESOL paraprofessional effectively to push support to students
2.	Include after school tutoring for Multiracial and ELL students
3.	Identifying and target students who are in these subgroups

Rationale: By setting a strong expectation of achievement, students and teachers will build efficacy.

Enabling Activities	Implementation Plan	Lead	Timeline	Progress			
				A. Actions B. Outcomes	Q1	Q2	Q3
<p>Leverage instructional time by implementing bell to bell instruction utilizing high yield strategies and observable student outcomes</p>	<p>A. Provide teachers with specific guidelines for instruction including use of computers.</p> <p>B. Collaborate with the curriculum leads to identify and introduce high yield strategies correlated to Marzano research each month in the areas of:</p> <ul style="list-style-type: none"> a. Student collaboration-Aug-Sept b. Questioning to elaborate-Oct c. Formative Assessment d. Release of Responsibility e. Interaction with multiple texts- inferencing, similarities/differences, f. Scaffolding g. Student performance <p>C. During collaboration teachers will receive professional development on specific strategies and how to utilize it in the classroom.</p> <p>D. Principal to reinforce monthly skill during morning</p>	Principal	<p>August</p> <p>Two days per month during collaboration time</p> <p>Formative assessments shared during collaboration</p> <p>Bi-weekly walkthroughs</p> <p>Morning</p>				

**West Elementary
School Academic Plan SY19-20**

9/9/2019

	<p>announcement</p> <p>E. Explore how to correlate the Leadership Habit of the month to the school.</p> <p>F. Teachers will identify specific skill being used in lesson plan</p> <p>G. Walk through focus will incorporate feedback on skill being practiced.</p>		announcements				
<p>Provide start-up training to all instructional staff on rigor of standards.</p>	<p>A. Provide initial PD on unpacking the standards and how to identify what students need to 'know' and be able to 'show.'</p> <p>B. Provide support during collaboration time to guide teachers through the unpacking process.</p> <p>C. Lesson plans will reflect the expected student outcomes of the lesson including what students should 'know' and show"</p> <p>D. Formative assessments will be used to assess students' learning.</p> <p>E. Walkthrough feedback will be provided bi-weekly</p>	<p>Academic Coach</p> <p>Admin</p>	<p>August</p> <p>Monthly</p> <p>Weekly review of lesson plans</p> <p>Bi-weekly</p>				
<p>Effectively utilize collaboration time to determine and plan for interventions</p>	<p>A. Utilize collaboration time once a month to review student mastery and determine instructional needs in grade level and intervention blocks.</p> <p>B. Teachers will bring grade level forms and compare progress to pacing guides. Utilize time to determine interventions or modifications needs to reach mastery.</p> <p>C. Teachers created action plan to address low skills/standards. Action plans in Teacher Data Binder and posted to admin.</p> <p>Admin will use action plans when conducting walkthroughs to focus walkthrough and feedback.</p>	<p>Team Leaders and Coach</p>	<p>Monthly ELA Collaboration Meeting beginning Aug 2019</p> <p>Monthly walkthroughs</p>				

