

Duval County Public Schools

Westside High School



2015-16 School Improvement Plan

Westside High School

5530 FIRESTONE RD, Jacksonville, FL 32244

<http://www.duvalschools.org/forrest>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	Yes	59%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	80%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	I*	C	C	C

*Preliminary Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Duval County School Board on 12/7/2015.

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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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, B or C with at least one F in the prior three years
- 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-C 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)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	2	Wayne Green
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To provide educational excellence in every school, in every classroom, for every student, every day.

Provide the school's vision statement

Every student is inspired and prepared for success in college or a career, and life.

School Environment

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

When students enter Westside, they meet with counselors and administrators to begin to build relationships and learn about their cultures. In addition, the administration and faculty make every effort through individualized meetings, parent nights, open houses, and surveys to learn about student cultures. The school adjusts instruction and operation to account for various cultural and language needs.

All teachers are encouraged to build relationships with their students. This does not apply simply to the classroom. Teachers serve as mentors for students and sponsors of the various clubs, sports, and academic departments. All students have at least one teacher that takes an interest in them outside of the classroom. Teachers receive guidance and help from administrators, coaches, and counselors in building relationships with students and their families. Teachers are encouraged to have students fill out surveys in the beginning of the year with interests and family information to help the relationship building process.

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

Student safety and respect are a priority at Westside High School. The school administration establishes a safety plan annually that is then disseminated to teachers and students. The entire faculty and staff are knowledgeable about the plan and help to support the safety of all students. For example, faculty and administration stand in the hallways during class change to help transition students and head off any problems. In addition, all faculty and staff wear ID's to help distinguish between visitors and those on the premise without authority.

In addition, students feel that they can come to other teachers or administration if they feel disrespected or unsafe. The school staff works diligently to ensure that all students feel comfortable reporting issues. Students are encouraged to build relationships with faculty and staff through classes, clubs, sports, and other activities.

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

During pre-planning, all faculty and staff received training on the Student Code of Conduct and behavioral expectations for students. During the first week of school, homeroom teachers went over this information with students, and then grade level assemblies were held to reinforce this information. The Foundations team works throughout the year to help ensure that positive behavior

and expectations are reinforced. In the 2015-2016 school year, Westside has initiated a school wide Positive Behavior Intervention System through an online platform know as Hero. The utilization of this program encourages students to display targeted positive behaviors by rewarding points. In addition, some of our other programs include: monthly positive character traits, daily announcement with expectations, and common area programming.

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

Westside offers a wide array of programs to meet the social-emotional needs of students, and has partnered with Full Service Schools to ensure that all needs are met. Westside offers tutoring, mentoring with teachers or peers, counseling through in house counselors and Full Service counselors, and peer mediators through our Restorative Justice program.

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

Westside uses a variety of early warning system to identify students and use targeted interventions to ensure they are able to receive a diploma. Attendance is tracked through guidance and the deans' offices. Attendance reports are run weekly, and the guidance and MRT teams use parental meetings, contracts, and the truancy office to increase attendance. In addition, students who miss three or more consecutive days indicate to teachers that a phone call and mailed letter home must occur. The deans' offices track the number of behavioral referrals and use targeted interventions such as parental meetings, restorative justice, and new detention systems to reduce the number of suspensions and help increase appropriate behavior in school. Guidance and teachers identify failing students early. Students who are failing are notified by a scholarship warning that is both mailed home and given to students in person. Students are offered the opportunity to increase their grades through teacher given make up work and tutoring. In addition, guidance notifies students who have failed a semester or year and then offer the opportunity to attend virtual or night school to recover their credits. Students who receive a 1 or 2 in the state wide assessments for math or language arts are identified and scheduled in to enrichment courses to help offer remediation and increase scores. Students are either in reading or enrichment math. In addition, targeted areas (courses with a state assessment, ACT, and SAT) have Saturday, after school, and during school "boot camps" that serve as a last push to increase student proficiency.

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
	9	10	11	12	
Attendance below 90 percent	84	82	58	34	258
One or more suspensions	19	10	8	6	43
Course failure in ELA or Math	35	48	50	0	133
Level 1 on statewide assessment	176	120	91	28	415

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

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	35	48	50	20	153

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

Westside uses several strategies to address these issues. Attendance is monitored through guidance and MRT teams that then schedule meetings with parents and use contracts and truancy to help improve attendance,. In addition, teachers are required to make parent contact or, failing that, discuss with administrators any failing students or students with attendance issues. Teachers notify parents of failing students over the phone and in writing and notify administrators and counselors to then intervene. Westside also offers evening school and tutors to help improve grades or recover a course if needed. Westside also offers Saturday school for all students, but especially those who have failed state assessments to help improve scores.

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?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/182664>.

Description

A PIP has been uploaded for this school or district - see the link above.

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

The school administration and teachers work with the community to secure and utilize resources to support the school and student achievement. The administration works to build relationships through targeted identification of partners and offering open houses. The school is working with Discover Duval Schools, Full Service Schools, Challenge Day, and Communities in schools this year to increase community involvement.

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:

Name	Title
Bostic, Gregory	Principal
Hunter, Austin	Instructional Coach
Smith, Tametra	Instructional Coach
Wilcox, Kenyannya	Assistant Principal
Durkin, Timothy	Assistant Principal
Logan-Harris, Mia	Guidance Counselor
Kohn, Memsani	Other

Duties

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

Rtl: TIER I

Principal and Administrators provides a common vision for the use of data-based decision-making, ensures adequate Professional Development to support Rtl implementation. They also communicate with parents regarding school-based Rtl plans and activities.

Dean of students will educate all student on the District Code of Conduct and process, monitor, and implement strategies to reduce the number of discipline referrals using school-based Rtl plans.

Graduation Coach will coordinate with all stakeholders to improve the graduation rates for all populations. Identify "At Risk" population and Student with Disabilities to implement necessary interventions to ensure graduation using school-based Rtl plans. In addition the Graduation Coach will also encourage the enrollment into accelerated coursework for all high school students at Forrest. Instructional Coach(es) develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring. General Education and Exceptional Student Education (ESE) teachers provides information about core instruction, participates in student data collection, delivers Tier I instruction/intervention, and, after exhausting all Tier I intervention strategies, develops Tier II referrals based on student need.

Rtl: TIER II

The school-based MTSS Leadership Team follows a structured problem-solving process to develop planned and researchbased interventions. This process is implemented when a teacher refers a student for academic or behavioral difficulties to the team. It includes identifying students at risk for learning or behavioral issues, tailoring intervention plans to meet individual needs, and monitoring these students' (measurable) progress over time ensure that they are closing the gap with their peers. The team also adopts decision rules to know when struggling students have not responded to intervention and should be transitioned to receive Tier III services. MTSS meetings follow a structured format to address Tier II teacher referrals. The Facilitator, Coordinator, Case Manager, Recorder, Referring Teacher, and any other interested school-based personnel attend Tier II referral meetings. First, the team assesses concerns presented by the referring teacher. Together, the team and teacher identify the student's strengths, talents, and interests. This information is used to inform decision-making on individualized interventions that will motivate the student to move towards desired outcomes. The team reviews progress monitoring, midyear, end of year, baseline and/or background data collected on the student prior to the meeting to gain a better understanding of the nature of the referral concern. Upon thorough data review, the team narrows its focus to target teacher concerns

and designs an intervention plan to address said concerns. Within the plan, the team includes set academic or behavioral outcome goals and methods for progress monitoring. If parents or other student advocates cannot attend the meeting, a team member is designated to contact them and communicate the main details of the intervention plan. Finally, the MTSS team reviews intervention and monitoring plans to ensure that the teacher and other team members understand the elements of the intervention plan.

RtI; TIER III

The school-based MTSS Leadership team will monitor progress of Tier II intervention plans. In the event that Tier II strategies are ineffective, the team will develop individualized and intensive Tier III service plans. Tier III service plans are reserved for students with chronic and severe academic delays or behavioral problems. Such delays and problems are determined by following Tier II problem-solving process, drawing upon multiple sources of data, and by analyzing multiple progress monitoring data-points collected across time. The MTSS team uses the following guiding question when determining Tier III necessity: What ongoing supports does this student require and in what setting(s) should they be provided to facilitate the greatest success possible?

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

Westside leadership team is divided into Professional Learning Communities to address the development and implementation of different parts of the SIP and MTSS plan. The Leadership team and coaches provides data on Tier I, II, and III targets, academic and social/emotional areas that needed to be addressed, helps set clear expectations for instruction (Rigor, Relevance, Relationship), and facilitates the development of a systemic approach to teaching. The MTSS Leadership team is involved in the problem solving model and the implementation of tiered action steps. The Leadership team works to interpret best practices for interventions and strategies. Additionally, the Leadership Team implements procedures and utilizes Professional Learning Communities time for developing student-driven individual progress monitoring plans and maintaining records of relevant data.

Title I, Part A: Services are provided to ensure students requiring additional remediation are assisted through after-school and weekend tutoring programs. In addition, Intervention time is offered during regular school hours. All students in need of additional services for reading and math remediation are scheduled into the appropriate classes.

Title I, Part D: District receives supplemental funds for improving basic educational programs through the purchase of educational equipment and educational software programs. New technology in classrooms will increase the instructional strategies provided to students and new instructional software will enhance literacy and math skills of struggling students.

Title II: Services are provided through the District office for instructional support and educational materials for students who are English Language Learners. Teachers provide appropriate accommodations for ELL students in the classroom and during Assessments. Teachers receive strategies to assist ELL students through Common Planning and PLC trainings.

Title X: District homeless social worker 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. School based Mentoring is provided by Guidance Counselors.

Supplemental Academic Instruction: SAI funds will be used to fund during the day and after school tutoring programs.

Nutrition Programs: Students will be provided breakfast via the Breakfast in the Classroom(BIC) program through Community Eligibility Options (CEO). Entire student population is eligible for Free or Reduced lunch.

Violence Prevention Programs: Students will participate in Challenge Day. Community in Schools

assist with counseling with students transitioning into 9th grade. Student Code of Conduct training for entire student population.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
LeAndre Wright	Parent
Dr. Gregory D. Bostic	Principal
Rebecca Bryner	Teacher
Asante Dean	Teacher
Missy Rodriguez	Parent
Gerald D. Rogers	Business/Community
Shanela Brown	Parent
Clara Damien	Parent
Cassandra Person	Parent
Earl Randolph	Parent
Carlos Ziegler	Business/Community
Lizzie Negrón	Parent
Deja Wright	Student
Ty'Darius Fenderson	Student
Carol Simpkins	Parent
Jama Bell	Parent

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 SAC was instrumental in reviewing and evaluating last year's School Improvement Plan. After the plan had been peer reviewed, it was sent out via e-mail for members to read in advance. During the next meeting, the SIP was the new business on the agenda. Members discussed various items in the SIP and what new items they would like to add. The school based team then took those into consideration, and added the idea or partial ideas to the school's plan.

Development of this school improvement plan

The SAC reviewed the plan and then submitted suggested changes to the principal. In addition, teacher members from the SAC also were members of the SIP team during drafting, so that the SAC's ideas could be implemented within the SIP.

Preparation of the school's annual budget and plan

The SAC reviewed suggested budgeted items, sent suggestions to the principal, and voted on the use of school improvement funds.

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

Last year, the school was allocated just over 6,500 dollars as School Improvement funds. The school and SAC choose to invest this money in two areas: safety/security and instruction. Just over \$5,000 was used to purchase student clicker response system to increase engagement and give teachers real time data about student understanding. The rest of the finds were used to purchase radios and earpieces for security guards and administrators.

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

Yes

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Bostic, Gregory	Principal
Hunter, Austin	Instructional Coach
Ashley, Sharmariton	Teacher, K-12
Thompson, Tristan	Teacher, K-12
Logan-Harris, Mia	Guidance Counselor
Durkin, Timothy	Assistant Principal
Hill, LaShundra	Other
Wilcox, Kenyannya	

Duties

Describe how the LLT promotes literacy within the school

Major initiatives for the LLT include: bi-weekly staff trainings related to vocabulary development and higher-order questioning, demonstration lessons in all content areas, focus lessons on reading and writing in the content areas, quarterly school-wide reading strategies, implementation of Cornell Notes, Interactive Notebooks, and ACES for application and synthesis school wide. In addition, the school has a "Root of the Week" that teachers are encouraged to incorporate into lessons.

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 teachers participate in weekly 90 minute common planning that is run by an instructional coach, assistant principal or department head. All departments create norms and expectations of how common planning should be run effectively. Teachers are encouraged to participate in lesson and book studies to improve practice and share best practices.

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

The Administration Team works diligently to recruit and retain high quality teachers. They seek to identify talented and qualified candidates and then facilitate certification issues if necessary. The team works in

concert with the district certification office to ensure teachers meet all certification requirements. Also, the team utilizes the county based computerized system to locate highly qualified candidates. Lastly, the administrative team also works with outside organizations such as Teach for America to ensure the recruitment of high quality teachers.

In order to retain highly qualified teachers, the administration encourages leadership development; and supports efforts to improve educational practice among the faculty and staff. The school through the use of the administrative team and instructional coaches offers training during planning periods and after-school to enhance effective instructional strategies. Additionally, department leads and coaches conduct on-site technology in-service to enhance instruction and teacher productivity. In-service topics include Performance Matters and data analysis, CHAMPs, Safe and Civil Schools, Instructional Strategies, and others as requested or needed by faculty.

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

Westside High School participates in the Duval County Teacher Induction Program known as MINT for teachers new to the county. Additionally the school supports new teachers through Clinical Educator Training. Westside High School holds an orientation meeting, scheduled mentor sessions, and several new teacher trainings known as MINT Learning sessions conducted by mentor teachers, PDFs and coaches. Mentor teachers and mentees are paired together based on subject area and the mentor's strength. School administration conducts extensive classroom observations, completes at least 2 formal evaluations, and monitors each teacher for progress toward the teaching competencies. Two mentor teacher observations are also completed for each new teacher. Each mentor teacher must have completed the complete Clinical Educator Training and receive recommendation from administration to mentor a new or struggling teacher.

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

The school ensures its core instructional programs and materials are aligned to Florida's standards through a close working relationship with the district. Duval Schools employs teams for curriculum and assessment writing that are made up of teachers, specialists, and coaches from specific content areas. This team ensures all curriculum and materials that are pushed out are aligned to the standards. Teachers at Westside utilize the curriculum guides and materials provided by the district. In addition, coaches and administrators provide professional development and follow up on how to unwrap benchmarks/standards and align products to the standards.

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

Westside utilizes data in a variety of meaningful ways. Students who were not proficient on state exams are targeted for intervention during scheduling. They are scheduled into cohort classes of ELA and Reading and/ or Math and Math enrichment to help increase instructional time. Students also receive differentiated reading instruction in ELA, reading, science, and social studies through the implementation of the online program Achieve3000.

Departments structure DI differently, however, all departments offer some form of data driven DI

every class. For example, students in reading enrichment (9th and 10th grade) receive the Diagnostic Reading Assessment, and the teacher implements rotations so he or she can meet with small groups and offer DI daily. ELA and Social Studies use common assessments and CGAs to group students based on data and then provide targeted differentiated instruction to students in small groups.

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: Extended School Day

Minutes added to school year: 4,680

Westside offers after school and weekend tutoring and enrichment in core academic areas. Students areas of weakness are identified and they can registered accordingly. Westside also offers enrichment activities after school to contribute to a well rounded education. These enrichment activities are run by teachers and the administration.

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

Person(s) responsible for monitoring implementation of the strategy

Bostic, Gregory, bosticg@duvalschools.org

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

The data for after school tutoring is tracked by administration and classroom teachers. Data points collected include assessment scores (progress monitoring and summative data), classroom observational data (behavior, participation). This data is then analyzed continuously by instructional coaches and administrators to determine the effectiveness and implement possible improvements.

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

Students entering the 9th grade are enrolled in a Transitional Course that focuses on supporting them as they acclimate to high school. Students receive targeted support and become accustomed to the school culture through this highly engaging course. In addition, all 9th grade students meet with a counselor within the first semester.

Senior students receive support through the graduation coach and guidance counselors. Seniors meet with counselors and graduation coach regularly to discuss post-secondary plans and why they need to reach these goals. In addition, senior parents are invited to quarterly parent nights so they can become involved and informed.

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

Each student meets personally with their school counselor to review prior coursework and select new coursework that aligns with their academic and career goals. Data chats with students are conducted by teachers and guidance counselors frequently.

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

In an effort to help students see the relevance between their high school curriculum and their future career goals, at Westside we offer a variety of accelerated and industry certification programs such as AICE, Dual Enrollment, Advanced Placement Courses, Logistics, Administrative Office/Digital Design, Culinary Arts as well as Air Force ROTC.

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

We offer the PSAT to all 10th graders. PERT is offered multiple times during the school year for juniors and seniors to achieve post-secondary readiness scores. Math of College Readiness is offered to prepare students for PERT testing. We provide students access and support in registering for the ACT/SAT and provide ACT and SAT waivers for all of our 11th and 12th grade students.

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

Our graduation coach works with 11th and 12th graders to ensure that they register for and take the SAT and ACT to increase college readiness and those eligible for graduation. In addition, the school has overhauled the curriculum for reading and math to increase the number of students proficient on graduation exams.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

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.** Improve student achievement by increasing community and parental involvement through more dedicated mentorship programs and family nights.
- G2.** Student achievement in all accountability areas (9th and 10th reading, Algebra 1, Geometry, Algebra II, U.S. History, and Biology) will improve through the betterment of teacher instructional practice in the following areas: utilization of school based reading and writing strategies, accommodations for ESE and ESOL students, strong alignment to standards, and the Gradual Release Model.
- G3.** Decrease chronic absenteeism, tardies, and negative behavior in order to maximize classroom instructional time to improve student achievement in all areas by implementing an enhanced school-wide PBIS plan.

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. Improve student achievement by increasing community and parental involvement through more dedicated mentorship programs and family nights. 1a

G071925

Targets Supported 1b

Indicator	Annual Target
Postsecondary Enrollments	75.0
4-Year Grad Rate (Standard Diploma)	90.0

Resources Available to Support the Goal 2

- Outside Community Organizations such as local churches
- Accessible Computer Platforms for Parents that keep parents informed about School programs and student progress
- Leverage school personnel connections to community to build a foundational network to support students
- Greater teacher involvement in school wide programs through increased communication and recognition

Targeted Barriers to Achieving the Goal 3

- Lack of community awareness of school programs, initiatives, and goals.

Plan to Monitor Progress Toward G1. 8

Student survey data, progress towards graduation and post secondary enrollment, student GPAs and test scores.

Person Responsible

Gregory Bostic

Schedule

Every 2 Months, from 9/30/2015 to 5/20/2016

Evidence of Completion

Student survey data, progress towards graduation and post secondary enrollment, student GPAs and test scores.

G2. Student achievement in all accountability areas (9th and 10th reading, Algebra 1, Geometry, Algebra II, U.S. History, and Biology) will improve through the betterment of teacher instructional practice in the following areas: utilization of school based reading and writing strategies, accommodations for ESE and ESOL students, strong alignment to standards, and the Gradual Release Model. **1a**

 G071926

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	57.0
AMO Math - All Students	52.0
4-Year Grad Rate (Standard Diploma)	85.0

Resources Available to Support the Goal **2**

- PD during early release days and common planning that targets instructional needs of teachers
- Coach Implementing the Coaching Cycle in math and ELA with targeted teachers
- Common planning within each department.
- Administrative support in common planning
- Enrichment courses cohorted with ELA and math courses to support student needs.
- ESOL endorsed teachers and district specialists
- Gradual release model used in all classrooms.
- Common assessments.
- Opportunities for out of class tutoring.
- Push in and Pull out support for ESOL and EE/SS students.
- School wide use of interactive notebooks.

Targeted Barriers to Achieving the Goal **3**

- 4. Lack of variety in instructional strategies to support gradual release.
- 8. Lack of knowledge/ fidelity in implementing gradual release in classrooms

Plan to Monitor Progress Toward G2. **8**

Achievement of targeted reading, math, U.S. History, Biology, and post secondary proficiency percentages.

Person Responsible

Austin Hunter

Schedule

Monthly, from 9/22/2014 to 5/1/2015

Evidence of Completion

Increased reading, math, U.S. History, Biology, and post-secondary proficiency.

G3. Decrease chronic absenteeism, tardies, and negative behavior in order to maximize classroom instructional time to improve student achievement in all areas by implementing an enhanced school-wide PBIS plan. 1a

G071927

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	90.0

Resources Available to Support the Goal 2

- HERO Platform
- Attendance Tracking System
- Open Communication in School between faculty, administration, students, and parents.

Targeted Barriers to Achieving the Goal 3

- Disproportionate focus on negative behaviors by faculty and administration that leads to very little positive recognition

Plan to Monitor Progress Toward G3. 8

Hero reports on student and teacher usage, behavior infractions data, attendance and tardy data.

Person Responsible

Austin Hunter

Schedule

Monthly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Hero reports on student and teacher usage, behavior infractions data, attendance and tardy data.

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. Improve student achievement by increasing community and parental involvement through more dedicated mentorship programs and family nights. **1**

 G071925

G1.B1 Lack of community awareness of school programs, initiatives, and goals. **2**

 B187543

G1.B1.S1 Engaging community partners through school based mentoring programs and volunteering opportunities. **4**

 S199043

Strategy Rationale

By engaging community partners, we increase the reach and awareness in the community by creating networks that school, faculty, and students can leverage for support.

Action Step 1 **5**

Forge strong ties with prominent community organizations to leverage their networks to work in conjunction with school based programs that work with targeted student populations.

Person Responsible

Tristan Thompson

Schedule

Biweekly, from 9/1/2015 to 5/20/2016

Evidence of Completion

Mr. Thompson will gather evidence of community's increased role in school activities including the number of volunteers and the students who participate in community organizations.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Principal will follow up with point of contact in each community organization and evaluate its effectiveness at the school

Person Responsible

Gregory Bostic

Schedule

Monthly, from 9/1/2015 to 5/20/2016

Evidence of Completion

The number of volunteers in the school from Westside5000 and Full Service, the impact on the achievement of the students involved in these programs. In addition, Gallup survey results will indicate students thoughts and feelings about the school and provide data to support the effectiveness of the program.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Leaders will look at the impact on student achievement of those involved in community programming. Program advisers will then evaluate the effectiveness for those students and make adjustments accordingly.

Person Responsible

Austin Hunter

Schedule

Quarterly, from 9/1/2015 to 6/10/2016

Evidence of Completion

The number of volunteers in the school from Westside5000 and Full Service, the impact on the achievement of the students involved in these programs. Students grades, attendance, and performance on assessments will be a strong indicator as to the effectiveness of the community programs.

G2. Student achievement in all accountability areas (9th and 10th reading, Algebra 1, Geometry, Algebra II, U.S. History, and Biology) will improve through the betterment of teacher instructional practice in the following areas: utilization of school based reading and writing strategies, accommodations for ESE and ESOL students, strong alignment to standards, and the Gradual Release Model. 1

G071926

G2.B4 4. Lack of variety in instructional strategies to support gradual release. 2

B187550

G2.B4.S1 Utilize common planning to share best practices, provide professional development, and participate in lesson and book studies. The coach and/or AP will then come in and help teachers improve through the use of the coaching cycle and meaningful feedback. 4

S199046

Strategy Rationale

Teachers will be provided the opportunity to learn with their peers and be provided individual professional development through the coaching cycle. Teacher improvement in the utilization of gradual release will result in student improvement as students are provided more practice and individualized support.

Action Step 1 5

Coach, AP, or principal will attend common planning and provide professional development on gradual release model and aligned instructional strategies.

Person Responsible

Austin Hunter

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Common planning logs, agendas, and products. AP and Principal will be able to observe the effective use of gradual release in the classroom.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Coach, AP , and Principal will conduct observations to ensure what teachers learned is being implemented.

Person Responsible

Gregory Bostic

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Common planning logs, agendas, and products. Principal will be able to observe effective use of gradual release and be able to see on lesson plans.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

The coach will utilize the coaching cycle to support teachers who are not implementing strategies and gradual release effectively.

Person Responsible

Austin Hunter

Schedule

Daily, from 9/1/2014 to 6/5/2015

Evidence of Completion

Coach logs demonstrating coaching cycles. Teacher observations and lesson plans.

G2.B8 8. Lack of knowledge/ fidelity in implementing gradual release in classrooms 2

 B187554

G2.B8.S3 Utilize common planning to share best practices, provide professional development, and participate in lesson and book studies. The coach will then come in and help teachers improve through the use of the coaching cycle. [copy] 4

 S199049

Strategy Rationale

Teachers will be provided the opportunity to learn with their peers and be provided individual professional development through the coaching cycle. Teacher improvement in the utilization of gradual release will result in student improvement.

Action Step 1 5

Coach, AP, or principal will attend common planning and provide professional development.

Person Responsible

Austin Hunter

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Common planning logs, agendas, and products. AP and Principal will be able to observe the effective use of gradual release in the classroom.

Plan to Monitor Fidelity of Implementation of G2.B8.S3 6

Coach, AP, and Principal will conduct observations to ensure what teachers learned is being implemented.

Person Responsible

Gregory Bostic

Schedule

Weekly, from 9/1/2014 to 6/5/2015

Evidence of Completion

Common planning logs, agendas, and products. Principal will be able to observe effective use of gradual release and be able to see on lesson plans.

Plan to Monitor Effectiveness of Implementation of G2.B8.S3 7

The coach will utilize the coaching cycle to support teachers who are not implementing strategies and gradual release effectively.

Person Responsible

Austin Hunter

Schedule

Daily, from 9/1/2014 to 6/5/2015

Evidence of Completion

Coach logs demonstrating coaching cycles. Teacher observations and lesson plans.

G3. Decrease chronic absenteeism, tardies, and negative behavior in order to maximize classroom instructional time to improve student achievement in all areas by implementing an enhanced school-wide PBIS plan. 1

 G071927

G3.B5 Disproportionate focus on negative behaviors by faculty and administration that leads to very little positive recognition 2

 B187561

G3.B5.S1 Implement a school wide PBIS Plan to decrease negative behaviors by increasing positive behaviors with recognition. 4

 S199050

Strategy Rationale

Rewarding students by recognizing positive behaviors will decrease negative behaviors.

Action Step 1 5

Implement a school wide PBIS Plan

Person Responsible

Austin Hunter

Schedule

On 6/10/2016

Evidence of Completion

HERO reports including teacher and student usage.

Plan to Monitor Fidelity of Implementation of G3.B5.S1 6

Leader will consult HERO to see who is using program and who is tracking behaviors and will offer support.

Person Responsible

Austin Hunter

Schedule

Monthly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Hero reports on student and teacher usage, behavior infractions data, attendance and tardy data.

Plan to Monitor Effectiveness of Implementation of G3.B5.S1 7

Leader will monitor teacher and student usage and offer specialized PD and incentives for use.

Person Responsible

Gregory Bostic

Schedule

Monthly, from 9/14/2015 to 6/10/2016

Evidence of Completion

Hero reports on student and teacher usage, behavior infractions data, attendance and tardy data.

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.B1.S1.A1	Forge strong ties with prominent community organizations to leverage their networks to work in conjunction with school based programs that work with targeted student populations.	Thompson, Tristan	9/1/2015	Mr. Thompson will gather evidence of community's increased role in school activities including the number of volunteers and the students who participate in community organizations.	5/20/2016 biweekly
G2.B4.S1.A1	Coach, AP, or principal will attend common planning and provide professional development on gradual release model and aligned instructional strategies.	Hunter, Austin	8/18/2014	Common planning logs, agendas, and products. AP and Principal will be able to observe the effective use of gradual release in the classroom.	6/5/2015 weekly
G2.B8.S3.A1	Coach, AP, or principal will attend common planning and provide professional development.	Hunter, Austin	8/18/2014	Common planning logs, agendas, and products. AP and Principal will be able	6/5/2015 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				to observe the effective use of gradual release in the classroom.	
G3.B5.S1.A1	Implement a school wide PBIS Plan	Hunter, Austin	9/14/2015	HERO reports including teacher and student usage.	6/10/2016 one-time
G1.MA1	Student survey data, progress towards graduation and post secondary enrollment, student GPAs and test scores.	Bostic, Gregory	9/30/2015	Student survey data, progress towards graduation and post secondary enrollment, student GPAs and test scores.	5/20/2016 every-2-months
G1.B1.S1.MA1	Leaders will look at the impact on student achievement of those involved in community programming. Program advisers will then evaluate the effectiveness for those students and make adjustments accordingly.	Hunter, Austin	9/1/2015	The number of volunteers in the school from Westside5000 and Full Service, the impact on the achievement of the students involved in these programs. Students grades, attendance, and performance on assessments will be a strong indicator as to the effectiveness of the community programs.	6/10/2016 quarterly
G1.B1.S1.MA1	Principal will follow up with point of contact in each community organization and evaluate its effectiveness at the school	Bostic, Gregory	9/1/2015	The number of volunteers in the school from Westside5000 and Full Service, the impact on the achievement of the students involved in these programs. In addition, Gallup survey results will indicate students thoughts and feelings about the school and provide data to support the effectiveness of the program.	5/20/2016 monthly
G2.MA1	Achievement of targeted reading, math, U.S. History, Biology, and post secondary proficiency percentages.	Hunter, Austin	9/22/2014	Increased reading, math, U.S. History, Biology, and post-secondary proficiency.	5/1/2015 monthly
G2.B4.S1.MA1	The coach will utilize the coaching cycle to support teachers who are not implementing strategies and gradual release effectively.	Hunter, Austin	9/1/2014	Coach logs demonstrating coaching cycles. Teacher observations and lesson plans.	6/5/2015 daily
G2.B4.S1.MA1	Coach, AP , and Principal will conduct observations to ensure what teachers learned is being implemented.	Bostic, Gregory	9/1/2014	Common planning logs, agendas, and products. Principal will be able to observe effective use of gradual release and be able to see on lesson plans.	6/5/2015 weekly
G2.B8.S3.MA1	The coach will utilize the coaching cycle to support teachers who are not implementing strategies and gradual release effectively.	Hunter, Austin	9/1/2014	Coach logs demonstrating coaching cycles. Teacher observations and lesson plans.	6/5/2015 daily
G2.B8.S3.MA1	Coach, AP , and Principal will conduct observations to ensure what teachers learned is being implemented.	Bostic, Gregory	9/1/2014	Common planning logs, agendas, and products. Principal will be able to observe effective use of gradual release and be able to see on lesson plans.	6/5/2015 weekly
G3.MA1	Hero reports on student and teacher usage, behavior infractions data, attendance and tardy data.	Hunter, Austin	9/14/2015	Hero reports on student and teacher usage, behavior infractions data, attendance and tardy data.	6/10/2016 monthly
G3.B5.S1.MA1	Leader will monitor teacher and student usage and offer specialized PD and incentives for use.	Bostic, Gregory	9/14/2015	Hero reports on student and teacher usage, behavior infractions data, attendance and tardy data.	6/10/2016 monthly
G3.B5.S1.MA1	Leader will consult HERO to see who is using program and who is tracking behaviors and will offer support.	Hunter, Austin	9/14/2015	Hero reports on student and teacher usage, behavior infractions data, attendance and tardy data.	6/10/2016 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.

G2. Student achievement in all accountability areas (9th and 10th reading, Algebra 1, Geometry, Algebra II, U.S. History, and Biology) will improve through the betterment of teacher instructional practice in the following areas: utilization of school based reading and writing strategies, accommodations for ESE and ESOL students, strong alignment to standards, and the Gradual Release Model.

G2.B4 4. Lack of variety in instructional strategies to support gradual release.

G2.B4.S1 Utilize common planning to share best practices, provide professional development, and participate in lesson and book studies. The coach and/or AP will then come in and help teachers improve through the use of the coaching cycle and meaningful feedback.

PD Opportunity 1

Coach, AP, or principal will attend common planning and provide professional development on gradual release model and aligned instructional strategies.

Facilitator

Austin Hunter

Participants

All departments

Schedule

Weekly, from 8/18/2014 to 6/5/2015

G2.B8 8. Lack of knowledge/ fidelity in implementing gradual release in classrooms

G2.B8.S3 Utilize common planning to share best practices, provide professional development, and participate in lesson and book studies. The coach will then come in and help teachers improve through the use of the coaching cycle. [copy]

PD Opportunity 1

Coach, AP, or principal will attend common planning and provide professional development.

Facilitator

Austin Hunter

Participants

All departments

Schedule

Weekly, from 8/18/2014 to 6/5/2015

G3. Decrease chronic absenteeism, tardies, and negative behavior in order to maximize classroom instructional time to improve student achievement in all areas by implementing an enhanced school-wide PBIS plan.

G3.B5 Disproportionate focus on negative behaviors by faculty and administration that leads to very little positive recognition

G3.B5.S1 Implement a school wide PBIS Plan to decrease negative behaviors by increasing positive behaviors with recognition.

PD Opportunity 1

Implement a school wide PBIS Plan

Facilitator

Ms. Hunter

Participants

All teachers

Schedule

On 6/10/2016

Technical Assistance Items

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

Budget

Budget Data			
1	G1.B1.S1.A1	Forge strong ties with prominent community organizations to leverage their networks to work in conjunction with school based programs that work with targeted student populations.	\$0.00
2	G2.B4.S1.A1	Coach, AP, or principal will attend common planning and provide professional development on gradual release model and aligned instructional strategies.	\$0.00
3	G2.B8.S3.A1	Coach, AP, or principal will attend common planning and provide professional development.	\$0.00
4	G3.B5.S1.A1	Implement a school wide PBIS Plan	\$0.00
			Total: \$0.00