

Westside High School



2016-17 Schoolwide Improvement Plan

Westside High School

5530 FIRESTONE RD, Jacksonville, FL 32244

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

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	Yes	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	82%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	C*	C	C

**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 11/1/2016.

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 a monitoring status of "Former F" (see page 4). 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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Westside High School

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

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

2. School Environment

a. 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.

b. 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.

c. 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.

d. 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.

3. Early Warning Systems

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

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

Westide 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.

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

1. 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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	38	44	33	23	138
One or more suspensions	0	0	0	0	0	0	0	0	0	10	10	4	5	29
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	21	42	31	15	109
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	169	190	160	62	581

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	21	29	19	7	76

c. 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.

B. Family and Community Engagement

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

1. 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. Â§ 6314(b)(1)(F).

a. Will the school use its PIP to satisfy this question?

Yes

1. PIP Link

The school completes a Parental Involvement Plan (PFEP), which is accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/311142>.

2. Description

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

2. 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 Full Service Schools, business partners, and faith based partners this year to increase community involvement.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Bostic, Gregory	Principal
Hunter, Austin	Assistant Principal
Smith, Tametra	Instructional Coach
Wilcox, Kenyannya	Assistant Principal
Durkin, Timothy	Assistant Principal
Logan-Harris, Mia	School Counselor
Jones, Jameel	Other
Brown, Sherri	Dean
McNair, Michael	Dean
Wright, Aviance	Other

b. Duties

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

Principal (Dr. Bostic) and Administrators (Hunter, Wilcox, and Durkin) provide a common vision for the use of data-based decision-making and ensure adequate Professional Development to support instructional implementation. They also communicate with parents regarding school-based plans and activities. The administrators serve as instructional leaders by providing regular feedback to teachers and working directly with teachers on instructional improvements. The administrative team also works with the broader team and teacher-led action teams to make school based decisions with regard to family and community engagement and school climate and culture.

The Deans of Students (McNair and Brown) educate all students on the District Code of Conduct and behavioral referral process, monitor, and implement strategies to reduce the number of discipline referrals while working with the teacher-led PBIS team. In addition, the Deans will work directly with all stakeholders to increase positive behaviors and attendance.

The Graduation Coach (Mr. J. Jones) will coordinate with all stakeholders to improve the graduation rates for all populations, increase college readiness, and prepare students for the ACT and SAT. He will identify "At Risk" population and Student with Disabilities to implement necessary interventions to ensure graduation using school-based RtI plans. In addition the Graduation Coach will also encourage the enrollment into accelerated coursework for all high school students at Westside.

The Instructional Coach (Ms. T. Smith) will develop, lead, and evaluate school core content standards/ programs, identify and analyze existing literature on scientifically based curriculum/ behavior assessment and intervention approaches, identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

The lead School Counselor (Ms. M. Harris) will work with all members to ensure student needs are being met. In addition, she will serve with the Deans to help improve attendance and reduce behavior concerns. She will work with the graduation coach to ensure all seniors graduate and are college or career ready.

2. 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.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Willa Gay	Parent
Dr. Gregory D. Bostic	Principal
Rebecca Bryner	Teacher
Asante Dean	Teacher
Gerald D. Rogers	Business/Community
Shaneka Brown	Parent
Kenyannya Wilcox	Parent
Jennifer Santiago	Parent
Ana Armas	Parent
Emely Sanchez	Student
Brittany Santiago	Student
Roderick Gardner	Student

b. Duties

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

a. 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.

b. 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.

c. 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.

2. 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 funds were used to purchase radios and earpieces for security guards and administrators.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

Name	Title
Bostic, Gregory	Principal
Hunter, Austin	Assistant Principal
Logan-Harris, Mia	School Counselor
Durkin, Timothy	Assistant Principal
Hill, LaShundra	Other
Cunningham, Shelby	Teacher, K-12
Jones, Jameel	Instructional Coach
Talley, Andrea	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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. The LLT also plans literacy week and banned book week activities to promote literacy and provides training for content area teachers around the Achieve3000 initiative.

D. Public and Collaborative Teaching

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

1. 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.

2. 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.

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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.

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

Strategy: After School Program

Minutes added to school year: 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

With additional instruction that is targeted to meet student needs, student learning will improve.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Durkin, Timothy, durkint@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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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.

b. College and Career Readiness

1. 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.

2. 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.

3. 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.

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Foster instructional improvement focused on rigor and academic ownership in order to improve student achievement in all core subject areas, 9-12.
- G2.** To develop a positive school culture by enacting systems that support teachers in developing the whole child in order to support student learning and improve student outcomes in all core subject areas, 9-12.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., “SMART goals”), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. Foster instructional improvement focused on rigor and academic ownership in order to improve student achievement in all core subject areas, 9-12. 1a

G086536

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	28.0
FSA Mathematics Achievement	35.0

Targeted Barriers to Achieving the Goal 3

- lack of teacher experience and content knowledge

Resources Available to Help Reduce or Eliminate the Barriers 2

- Instructional Implementation Cycle for PD
- Coaching, specialist, and mentor support
- Walk-through and Feedback Initiative

Plan to Monitor Progress Toward G1. 8

District monthly formative assessments aligned to state exams, Achieve3000 reading data, teacher created assessments, DAR, Administrators feedback forms, CAST observations

Person Responsible

Gregory Bostic

Schedule

Monthly, from 9/5/2016 to 6/1/2017

Evidence of Completion

Common planning agendas, data analysis tools, and common planning products will be gathered to ensure teachers are analyzing data, reflecting on performance, and utilizing feedback from administrators

G2. To develop a positive school culture by enacting systems that support teachers in developing the whole child in order to support student learning and improve student outcomes in all core subject areas, 9-12. 1a

G086537

Targets Supported 1b

Indicator	Annual Target
Postsecondary Enrollments	75.0
4-Year Grad Rate (Standard Diploma)	90.0
ELA/Reading Gains	58.0
FSA ELA Achievement	28.0

Targeted Barriers to Achieving the Goal 3

- Lack of teacher experience and knowledge
- Motivation of students (lack of ownership and engagement in education)

Resources Available to Help Reduce or Eliminate the Barriers 2

- Parent Involvement Initiatives (SAC, PTA, Action teams, Contact logs)
- PD System (IIT Cycles, Coaches, district specialists, mentors, common planning)
- PBIS Systems (Hero, Faculty driven action teams)
- Attendance Systems (Attendance Clerk, Truancy, Contracts, Hero)
- Administration Communication Systems (walk-through and feedback, weekly newsletter, quarterly content meetings)
- Administration Communication Systems (walk-through and feedback, weekly newsletter, quarterly content meetings)
- Administration Communication Systems (walk-through and feedback, weekly newsletter, quarterly content meetings)
- Dedicated 9th Grade Counselor empowered to build 9th grade culture

Plan to Monitor Progress Toward G2. 8

Student data (distinct, state and local) measures, survey data, attendance data

Person Responsible

Gregory Bostic

Schedule

Every 2 Months, from 8/15/2016 to 5/31/2017

Evidence of Completion

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

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. Foster instructional improvement focused on rigor and academic ownership in order to improve student achievement in all core subject areas, 9-12. **1**

 **G086536**

G1.B1 lack of teacher experience and content knowledge **2**

 **B229967**

G1.B1.S1 Academic Enrichment Block **4**

 **S242621**

Strategy Rationale

Teachers will view model lessons and then teach these lessons to students based on data. this will help teachers and students improve

Action Step 1 **5**

Teachers will watch an instructional coach or AP develop and deliver a literacy lesson that utilizes best practices in order to develop their own skills.

Person Responsible

Gregory Bostic

Schedule

Monthly, from 9/26/2016 to 5/1/2017

Evidence of Completion

Academic Enrichment lesson plans, student and teacher products, and survey data will be collected.

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

Administrators will participate with teachers and will then provide observational feedback to teachers on their implementation of the lesson to monitor implementation.

Person Responsible

Gregory Bostic

Schedule

Monthly, from 9/26/2016 to 5/1/2017

Evidence of Completion

Administrator feedback forms and CAST observations, student data related to AE lesson, teacher reflection and survey data.

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

Through observation and student data, administrators will monitor for improvement in teacher practice and understanding.

Person Responsible

Austin Hunter


Schedule

Monthly, from 9/26/2016 to 5/1/2017

Evidence of Completion

Observation reflections and feedback, teacher answers to survey data, student improvement on aligned standards.

G1.B1.S4 Providing ongoing PD to teachers through the Instructional Implementation Cycle focused around academic ownership and rigor. 4

 S242624

Strategy Rationale

By engaging teachers in effective professional development and utilizing a cycle model, we will develop teacher knowledge and pedagogy leading to more effective teacher practice.

Action Step 1 5

Utilize the Instructional Implementation Cycle PD to increase teacher effectiveness and knowledge about academic ownership and rigor.

Person Responsible

Austin Hunter

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Ms. Hunter and Dr. Bostic will gather evidence of teacher implementation of the various aspects of PD including virtual early release training and common planning through completed products and walk through evaluations

Plan to Monitor Fidelity of Implementation of G1.B1.S4 6

Administrative walk through and feedback, analysis of student achievement data, and monitoring of teacher implementation of strategies will be monitored to analyze the implementations of the items learned in PD.

Person Responsible

Gregory Bostic

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Ms. Hunter and Dr. Bostic will gather evidence of teacher implementation of the various aspects of PD including virtual early release training and common planning through completed products and walk through evaluations

Plan to Monitor Effectiveness of Implementation of G1.B1.S4 7

Administrators will conduct observations and offer feedback to teachers and will also work to analyze student data throughout the year with teachers during common planning to ensure effective use by teachers.

Person Responsible

Austin Hunter


Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Ms. Hunter and Dr. Bostic will gather evidence of teacher implementation of the various aspects of PD including virtual early release training and common planning through completed products and walk through evaluations. They will then provide teacher feedback to evaluate the effectiveness of the PD program


G2. To develop a positive school culture by enacting systems that support teachers in developing the whole child in order to support student learning and improve student outcomes in all core subject areas, 9-12. **1**

 G086537

G2.B1 Lack of teacher experience and knowledge **2**

 B229971

G2.B1.S1 Providing ongoing content specific PD to teachers through the Instructional Implementation Cycle around school and classroom culture **4**

 S242625

Strategy Rationale

By engaging teachers in effective professional development and utilizing a cycle model, we will develop teacher knowledge and pedagogy leading to more effective teacher practice.

Action Step 1 **5**

Utilize the Instructional Implementation Cycle PD to increase teacher effectiveness and knowledge about school culture and classroom learning cultures.

Person Responsible

Austin Hunter

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Ms. Hunter and Dr. Bostic will gather evidence of teacher implementation of the various aspects of PD including virtual early release training and common planning through completed products and walk through evaluations

Plan to Monitor Fidelity of Implementation of G2.B1.S1 **6**

Administrative walk through and feedback, analysis of behavioral data, and monitoring of teacher usage of Hero will be monitored to analyze the implementations of the items learned in PD.

Person Responsible

Gregory Bostic

Schedule

Weekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Ms. Hunter and Dr. Bostic will gather evidence of teacher implementation of the various aspects of PD including virtual early release training and common planning through completed products and walk through evaluations

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Administrators will conduct observations and offer feedback to teachers and the deans will monitor usage of school wide culture strategies (Hero, PBIS) to ensure effective use by teachers.

Person Responsible

Austin Hunter

Schedule

Weekly, from 8/15/2016 to 5/31/2017


Evidence of Completion

Ms. Hunter and Dr. Bostic will gather evidence of teacher implementation of the various aspects of PD including virtual early release training and common planning through completed products and walk through evaluations. They will then provide teacher feedback to evaluate the effectiveness of the PD program

G2.B4 Motivation of students (lack of ownership and engagement in education) 2

 B229974

G2.B4.S1 Implementation of a school wide PBIS plan 4

 S242628

Strategy Rationale

Through PBIS, students will become more engaged in the education process leading to more ownership of learning and thereby improving academic scores.

Action Step 1 5

School leaders will develop a more coherent and effective PBIS system through a dedicated action team made up of faculty and staff.

Person Responsible

Timothy Durkin

Schedule

Biweekly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Mr. Durkin and Mr. McNair will collect meeting minutes and notes, Hero usage reports, and PBIS team plans as evidence.

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

Mr. Durkin will monitor the data aligned with the PBIS System including Hero and discipline data and monitor the PBIS action team meetings to ensure all stakeholders are utilizing the PBIS programs.

Person Responsible

Timothy Durkin

Schedule

Monthly, from 8/15/2016 to 5/31/2017

Evidence of Completion

Mr. Durkin will monitor the following evidence: data aligned with the PBIS System including Hero and discipline data, PBIS and family engagement action team meeting agendas and minutes.

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

The data attached to PBIS and family engagement including Hero data, discipline data, student academic progress data, parent and community stakeholder attendance will be monitored to determine if the goals are achieved.

Person Responsible

Timothy Durkin

Schedule

Monthly, from 8/15/2016 to 5/31/2017




Evidence of Completion

The following evidence will be collected to evaluate the effectiveness of the new PBIS plan, discipline data, student academic data, teacher reports, and student survey results.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G1.B1.S1.MA1  M324481	Through observation and student data, administrators will monitor for improvement in teacher...	Hunter, Austin	9/26/2016	Observation reflections and feedback, teacher answers to survey data, student improvement on aligned standards.	5/1/2017 monthly
G1.B1.S1.MA1  M324482	Administrators will participate with teachers and will then provide observational feedback to...	Bostic, Gregory	9/26/2016	Administrator feedback forms and CAST observations, student data related to AE lesson, teacher reflection and survey data.	5/1/2017 monthly
G1.B1.S1.A1  A314000	Teachers will watch an instructional coach or AP develop and deliver a literacy lesson that...	Bostic, Gregory	9/26/2016	Academic Enrichment lesson plans, student and teacher products, and survey data will be collected.	5/1/2017 monthly
G2.MA1  M324490	Student data (distinct, state and local) measures, survey data, attendance data	Bostic, Gregory	8/15/2016	Student survey data, progress towards graduation and post secondary enrollment, student GPAs and test scores.	5/31/2017 every-2-months
G2.B1.S1.MA1  M324486	Administrators will conduct observations and offer feedback to teachers and the deans will monitor...	Hunter, Austin	8/15/2016	Ms. Hunter and Dr. Bostic will gather evidence of teacher implementation of the various aspects of PD including virtual early release training and common planning through completed products and walk through evaluations. They will then provide teacher feedback to evaluate the effectiveness of the PD program	5/31/2017 weekly
G2.B1.S1.MA1  M324487	Administrative walk through and feedback, analysis of behavioral data, and monitoring of teacher...	Bostic, Gregory	8/15/2016	Ms. Hunter and Dr. Bostic will gather evidence of teacher implementation of the various aspects of PD including virtual early release training and common planning through completed products and walk through evaluations	5/31/2017 weekly
G2.B1.S1.A1  A314002	Utilize the Instructional Implementation Cycle PD to increase teacher effectiveness and knowledge...	Hunter, Austin	8/15/2016	Ms. Hunter and Dr. Bostic will gather evidence of teacher implementation of the various aspects of PD including virtual early release training and common planning through completed products and walk through evaluations	5/31/2017 weekly
G2.B4.S1.MA1  M324488	The data attached to PBIS and family engagement including Hero data, discipline data, student...	Durkin, Timothy	8/15/2016	The following evidence will be collected to evaluate the effectiveness of the new PBIS plan, discipline data, student academic data, teacher reports, and student survey results.	5/31/2017 monthly
G2.B4.S1.MA1  M324489	Mr. Durkin will monitor the data aligned with the PBIS System including Hero and discipline data...	Durkin, Timothy	8/15/2016	Mr. Durkin will monitor the following evidence: data aligned with the PBIS System including Hero and discipline data, PBIS and family engagement action team meeting agendas and minutes.	5/31/2017 monthly
G2.B4.S1.A1  A314003	School leaders will develop a more coherent and effective PBIS system through a dedicated action...	Durkin, Timothy	8/15/2016	Mr. Durkin and Mr. McNair will collect meeting minutes and notes, Hero usage reports, and PBIS team plans as evidence.	5/31/2017 biweekly
G1.B1.S4.MA1  M324483	Administrators will conduct observations and offer feedback to teachers and will also work to...	Hunter, Austin	8/15/2016	Ms. Hunter and Dr. Bostic will gather evidence of teacher implementation of the various aspects of PD including virtual early release training and common planning through completed products and walk through evaluations. They will then provide	5/31/2017 weekly

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Westside High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				teacher feedback to evaluate the effectiveness of the PD program	
G1.B1.S4.MA1  M324484	Administrative walk through and feedback, analysis of student achievement data, and monitoring of...	Bostic, Gregory	8/15/2016	Ms. Hunter and Dr. Bostic will gather evidence of teacher implementation of the various aspects of PD including virtual early release training and common planning through completed products and walk through evaluations	5/31/2017 weekly
G1.B1.S4.A1  A314001	Utilize the Instructional Implementation Cycle PD to increase teacher effectiveness and knowledge...	Hunter, Austin	8/15/2016	Ms. Hunter and Dr. Bostic will gather evidence of teacher implementation of the various aspects of PD including virtual early release training and common planning through completed products and walk through evaluations	5/31/2017 weekly
G1.MA1  M324485	District monthly formative assessments aligned to state exams, Achieve3000 reading data, teacher...	Bostic, Gregory	9/5/2016	Common planning agendas, data analysis tools, and common planning products will be gathered to ensure teachers are analyzing data, reflecting on performance, and utilizing feedback from administrators	6/1/2017 monthly

V. Professional Development Opportunities

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

G1. Foster instructional improvement focused on rigor and academic ownership in order to improve student achievement in all core subject areas, 9-12.

G1.B1 lack of teacher experience and content knowledge

G1.B1.S1 Academic Enrichment Block

PD Opportunity 1

Teachers will watch an instructional coach or AP develop and deliver a literacy lesson that utilizes best practices in order to develop their own skills.

Facilitator

Austin Hunter

Participants

All teachers

Schedule

Monthly, from 9/26/2016 to 5/1/2017

G1.B1.S4 Providing ongoing PD to teachers through the Instructional Implementation Cycle focused around academic ownership and rigor.

PD Opportunity 1

Utilize the Instructional Implementation Cycle PD to increase teacher effectiveness and knowledge about academic ownership and rigor.

Facilitator

District and School Level (Hunter, Durkin, Wilcox, and Bostic)

Participants

All teachers.

Schedule

Weekly, from 8/15/2016 to 5/31/2017

G2. To develop a positive school culture by enacting systems that support teachers in developing the whole child in order to support student learning and improve student outcomes in all core subject areas, 9-12.

G2.B1 Lack of teacher experience and knowledge

G2.B1.S1 Providing ongoing content specific PD to teachers through the Instructional Implementation Cycle around school and classroom culture

PD Opportunity 1

Utilize the Instructional Implementation Cycle PD to increase teacher effectiveness and knowledge about school culture and classroom learning cultures.

Facilitator

District and School Level (Hunter, Durkin, Wilcox, and Bostic)

Participants

All teachers.

Schedule

Weekly, from 8/15/2016 to 5/31/2017

G2.B4 Motivation of students (lack of ownership and engagement in education)

G2.B4.S1 Implementation of a school wide PBIS plan

PD Opportunity 1

School leaders will develop a more coherent and effective PBIS system through a dedicated action team made up of faculty and staff.

Facilitator

McNair and Brown

Participants

All teachers

Schedule

Biweekly, from 8/15/2016 to 5/31/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Teachers will watch an instructional coach or AP develop and deliver a literacy lesson that utilizes best practices in order to develop their own skills.	\$0.00
2	G1.B1.S4.A1	Utilize the Instructional Implementation Cycle PD to increase teacher effectiveness and knowledge about academic ownership and rigor.	\$0.00
3	G2.B1.S1.A1	Utilize the Instructional Implementation Cycle PD to increase teacher effectiveness and knowledge about school culture and classroom learning cultures.	\$0.00
4	G2.B4.S1.A1	School leaders will develop a more coherent and effective PBIS system through a dedicated action team made up of faculty and staff.	\$0.00
Total:			\$0.00