Westside Elementary School

2018-19 Schoolwide Improvement Plan

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Westside Elementary School

5400 APPLEGATE DR, Spring Hill, FL 34606

https://www.hernandoschools.org/wes

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	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	38%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	A	B	B	B*

School Board Approval

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

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Westside Elementary will provide an engaging and challenging educational experience in a collaborative, student focused environment. Together, our staff and school community will empower all students to be competent, productive, caring, and responsible citizens.

Provide the school's vision statement.

Every student, every day!

School Leadership Team

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

Name	Title
Stratton, Kristina	Principal
Nolette, Cathy	Teacher, K-12
Mercer, Brenda	Other
Baeza , Cheryl	Teacher, K-12
Howard, Amy	Teacher, K-12
Urban, Donna	Teacher, K-12
Dibble, Julie	Teacher, K-12
Boysel, Adrienne	Teacher, K-12
Kublick, Dana	Assistant Principal
Deets, Tina	Instructional Media
Ferro, Christine	Teacher, ESE
Cooper, Jayna	Other
Rado, Jennifer	Teacher, K-12

Duties

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

The school based leadership team meets biweekly to review school data and initiatives. The data includes common assessment data, formative assessment results and instructional implications from the Student Work Analysis Protocol, progress monitoring data, and individual student data: particularly students who are identified as in the bottom quartile. The leadership team also reviews lesson plans and identifies areas of concern with regards to standards based instruction and pacing guides, utilizing discussions on vertical alignment. The leadership team's primary role is to support teachers in their classrooms and provide a strong focus on using student data to guide instructional planning.

Early Warning Systems

Year 2017-18

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	13	26	28	31	21	23	0	0	0	0	0	0	0	142
One or more suspensions	1	1	0	2	0	1	0	0	0	0	0	0	0	5
Course failure in ELA or Math	9	4	6	1	2	2	0	0	0	0	0	0	0	24
Level 1 on statewide assessment	0	0	0	13	24	3	0	0	0	0	0	0	0	40

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	1	0	2	0	2	0	0	0	0	0	0	0	0	5

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	8	2	5	10	2	0	0	0	0	0	0	0	0	27
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected
Tuesday 9/4/2018

Year 2016-17 - As Reported

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	27	17	17	20	22	10	0	0	0	0	0	0	0	113
One or more suspensions	0	1	0	1	4	4	0	0	0	0	0	0	0	10
Course failure in ELA or Math	4	4	1	3	1	0	0	0	0	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	2	3	13	0	0	0	0	0	0	0	18

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	7	12	8	17	31	10	0	0	0	0	0	0	0	85

Year 2016-17 - Updated

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	27	17	17	20	22	10	0	0	0	0	0	0	0	113
One or more suspensions	0	1	0	1	4	4	0	0	0	0	0	0	0	10
Course failure in ELA or Math	4	4	1	3	1	0	0	0	0	0	0	0	0	13
Level 1 on statewide assessment	0	0	0	2	3	13	0	0	0	0	0	0	0	18

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	7	12	8	17	31	10	0	0	0	0	0	0	0	85

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

Students in the bottom quartile performed the lowest in ELA. This is a trend. In 2017, the bottom quartile was at 56% and was at 51% in 2018.

Which data component showed the greatest decline from prior year?

ELA bottom quartile. This is the only area that showed a decline.

Which data component had the biggest gap when compared to the state average?

Westside is above the state average in every area.

Which data component showed the most improvement? Is this a trend?

Math overall proficiency improved by 6% (71%-77%). This is a trend. Math has increased by an average of 10% each year for the last four years. Science proficiency increased by 17%, from 56% to 73%.

Describe the actions or changes that led to the improvement in this area.

Formative assessments, writing to explain in math, use of iReady with fidelity, increased use of blended technology in the classroom.

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

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Achievement	59%	55%	56%	51%	51%	52%
ELA Learning Gains	58%	53%	55%	52%	48%	52%

School Grade Component	2018			2017		
	School	District	State	School	District	State
ELA Lowest 25th Percentile	51%	51%	48%	41%	40%	46%
Math Achievement	77%	62%	62%	66%	63%	58%
Math Learning Gains	66%	53%	59%	64%	58%	58%
Math Lowest 25th Percentile	56%	43%	47%	59%	43%	46%
Science Achievement	73%	58%	55%	72%	54%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Attendance below 90 percent	13 (27)	26 (17)	28 (17)	31 (20)	21 (22)	23 (10)	142 (113)
One or more suspensions	1 (0)	1 (1)	0 (0)	2 (1)	0 (4)	1 (4)	5 (10)
Course failure in ELA or Math	9 (4)	4 (4)	6 (1)	1 (3)	2 (1)	2 (0)	24 (13)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	13 (2)	24 (3)	3 (13)	40 (18)

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	55%	62%	-7%	57%	-2%
	2017	60%	61%	-1%	58%	2%
Same Grade Comparison		-5%				
Cohort Comparison						
04	2018	52%	53%	-1%	56%	-4%
	2017	59%	55%	4%	56%	3%
Same Grade Comparison		-7%				
Cohort Comparison		-8%				
05	2018	67%	53%	14%	55%	12%
	2017	46%	54%	-8%	53%	-7%
Same Grade Comparison		21%				
Cohort Comparison		8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	70%	67%	3%	62%	8%
	2017	82%	66%	16%	62%	20%
Same Grade Comparison		-12%				
Cohort Comparison						
04	2018	70%	60%	10%	62%	8%
	2017	63%	66%	-3%	64%	-1%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Same Grade Comparison		7%				
Cohort Comparison		-12%				
05	2018	82%	56%	26%	61%	21%
	2017	62%	57%	5%	57%	5%
Same Grade Comparison		20%				
Cohort Comparison		19%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	73%	56%	17%	55%	18%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	31	50	59	51	50	50	18				
BLK	44	52	40	68	54	55	50				
HSP	54	70	75	76	70	83	64				
MUL	62			75							
WHT	65	55	44	80	69	40	81				
FRL	54	52	49	76	61	57	69				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	22	42	42	33	43	53	31				
ELL	17			38							
BLK	41	65		59	60						
HSP	42	55		59	48		8				
MUL	75			92							
WHT	59	56	56	74	64	61	65				
FRL	53	59	57	70	62	58	54				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Students will demonstrate the ability to evaluate content, analyze text, and provide evidence from multiple text sources. (Integration of Knowledge & Ideas) Cluster 3
Rationale	When reviewing historical data, our overall reading proficiency has not increased at the same rate as our overall math proficiency. When analyzing in comparison to the state and district, Westside is at or above the state and district average. When analyzing FSA content areas, the mean points earned in Integration of Knowledge and Ideas is lower than or at district and state average. In text based writing, Westside was at or above the district average in 4th and 5th grade. However, the average score in 4th grade decreased from a 5.8 to a 5.6, and the average score in 5th grade decreased from a 5.6 to a 5.4.
Intended Outcome	To increase our overall ELA proficiency.
Point Person	Kristina Stratton (stratton_k@hcsb.k12.fl.us)

Action Step	
Description	*Teachers will participate in professional development such as Core Connections, iReady, and Thinking Maps that focuses on planning lessons that include specific reading strategies and multiple text sources *Collaborative lesson planning: lessons will incorporate Science and Social Studies text *Students will use iReady LAFS books to increase opportunities to engage with multiple text sources *Full implementation of iReady ELA and Math *Students will use the iReady program for a minimum of 45 minutes per week in Reading and Math.
Person Responsible	Kristina Stratton (stratton_k@hcsb.k12.fl.us)

Plan to Monitor Effectiveness	
Description	Administration will review student achievement data to ensure that students are demonstrating progress in analytical reading and critical thinking skills. Administration will also review teacher observation data to ensure professional development strategies are being implemented.
Person Responsible	Kristina Stratton (stratton_k@hcsb.k12.fl.us)

Activity #2	
Title	Students will meet their individual learning gain target in ELA and Math.
Rationale	*Decrease in percentage of bottom quartile students making learning gains in Reading from 2017 to 2018 (56% to 51%) *Overall percentage of students making learning gains in Reading from 2017 to 2018 stayed the same (at 58%) *Percentage of bottom quartile students making learning gains in Math from 2017 to 2018 stayed the same (at 56%) *Increase in overall percentage of students making learning gains in Math from 2017 to 2018 (62% to 66%)
Intended Outcome	Increase the percentage of students making learning gains on FSA in our overall learning gains category and bottom quartile quartile in grades 4-5. Increase the percentage of students who achieve learning gain targets in iReady Reading and Math for grades K-3.
Point Person	Kristina Stratton (stratton_k@hcsb.k12.fl.us)
Action Step	
Description	*Individual data chats with teacher-student *Student led conferences *Teachers are providing incentives and motivation for students to meet their goals in iReady Reading and Math *Students will use the iReady program for a minimum of 45 minutes per week in Reading and Math. *Weekly formative assesments *MTSS groups meet daily
Person Responsible	Kristina Stratton (stratton_k@hcsb.k12.fl.us)
Plan to Monitor Effectiveness	
Description	*Student data chats *Progress monitoring data *iReady data *Leadership team will review data biweekly
Person Responsible	Kristina Stratton (stratton_k@hcsb.k12.fl.us)

Activity #3	
Title	Teachers will collaboratively plan and deliver rigorous standards-based lessons, infused with technology, which will increase student engagement across all core academic areas.
Rationale	In 2014, Westside was in DA status. For the past 4 years, Westside has worked hard to implement engaging lessons infused with technology. In 2017-2018, Westside became an A school, due in part to our focus on rigorous, standards-based lessons infused with technology.
Intended Outcome	Maintain or increase levels of proficiency in ELA, Math, & Science on the FSA.
Point Person	Kristina Stratton (stratton_k@hcsb.k12.fl.us)

Action Step	
Description	*All teachers will be trained on the use of the diagnostic and instructional components of iReady and use the data to guide instruction and systems of support. *Professional Development training on utilizing Nearpod to create interactive lessons for instructional staff *Creation of an innovation and design studio: A new technology lab/studio that will provide students the opportunity to engage in lessons that will enable students to use Title I technology in an open environment that is conducive to collaboration and inquiry based learning. Students will have the ability to use technology in a way that is innovative and creative, but most importantly learn that technology is not simply a tool for them to access assessments, programs, text, or lessons. It can be used to create, design, and solve problems that are real world.
Person Responsible	Kristina Stratton (stratton_k@hcsb.k12.fl.us)

Plan to Monitor Effectiveness	
Description	*Leadership team will review student achievement data to determine impact of rigorous, standards-based lessons infused with technology. *Administration will review observation and student achievement data to ensure that students are engaged and demonstrating progress in standards-based lessons.
Person Responsible	Kristina Stratton (stratton_k@hcsb.k12.fl.us)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, §§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Westside collaborated with local businesses and oraganizations including, Boys & Girls Club, Brain Freeze, Boy Scouts, and WES PTO to host an "A" celebration for students and families during pre-school week. Westside offers a number of flexible parent meetings throughout the year including the Title I Annual Meeting, monthly School Advisory Council and Title I Committee Meetings, Open House,

Literacy Week Family Night, and an FSA Parent Workshop. Westside has built partnerships with the Boys & Girls Club, Publix, Wal-Mart, Hernando County Library, Brain Freeze, Pizza Hut, Dunkin Donuts, Suncoast Braces, Big Bear Counseling, Operation HeartFELT, and other local community members. These local businesses and community members attend our Title I Annual Meeting and other family events, as well as provide resources to parents during school events and supplies to students. Members of the community and local businesses are invited to become members of our School Advisory Committee. By attending events and providing resources and supplies for students and families, our local community and business partners are an integral part of the success of these events. They are able to provide support for our school in our areas of need for student achievement.

PFEP Link

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

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.

Behavior Contracts are developed for students who need additional support. Social skills and support groups will be formed as issues arise, and students requiring additional tiers of behavior support will be placed in a Tiger Club dedicated to instruction and practice in mindfulness, Mindfulness in Motion. Classroom visits, targeted lessons about the harmful effects of bullying and lessons to encourage the "PAWS"itive behaviors are offered to all students. Exemplary students are chosen to serve on the Safety Patrol and have the opportunity to demonstrate leadership skills and mentor students as a positive role model. Parents participate in problem solving meetings and provide input in the development of behavior interventions.

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

We work in close partnership with the Boys & Girls Club to transition our Pre-K students into the formal school setting. Vertical team planning ensures teachers are familiar with the expectations and curriculum benchmarks of prior and future grade levels. Fifth graders have a scheduled orientation visit at Fox Chapel Middle School.

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.

We have maximized our personnel and curricular materials by embedding thirty minute Multi-Tiered Systems of Support (MTSS) Blocks into every grade level. These blocks allow grade level and resource teachers to collaborate and deliver prescriptive instruction to every student based on individual academic needs. Resource and grade level teachers are responsible to plan lessons and review data on a weekly basis. Problem-solving meetings are held as needed to address individual student concerns. We have used Title 1 funds for supplemental resources that include a variety of highly engaging center activities, leveled readers, instructional technology and math manipulatives that teachers can utilize. An inventory of these resources was created by our Reading Coach. Our Title 1 budget is reviewed regularly to determine if funds are available for additional resources and to determine the impact of funds allocated for instructional materials, extended learning opportunities, and additional professional development for teachers.

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

We partner with the Kiwanis Club to develop our K-Kids club, which introduces students to community involvement and promotes civic responsibility. Students engage in community projects and assist in our Food and Clothing Pantry. Our Tiger Club initiative is meant to expose students to extracurricular activities and hobbies that may lead to future careers. Westside will be a pilot school for My Career Shines. Students will learn about career paths through the My Career Shines Galaxy program. Fourth and fifth grade students have the opportunity to be a part of student council and serve as student delegates.

Part V: Budget

Total:	**$0.00**