

School District of Osceola County, FL

Westside K 8 School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	10
Title I Requirements	18
Budget to Support Goals	22

Westside K 8 School

2551 WESTSIDE BLVD, Kissimmee, FL 34747

www.osceolaschools.net

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)
Combination School PK-8	Yes	86%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	75%

School Grades History

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

School Board Approval

This plan is pending approval by the Osceola 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 K-8 builds a meaningful learning community by creating a challenging and innovative environment which inspires all individuals towards excellence.

Provide the school's vision statement.

Westside K-8 is a nurturing community which inspires all to become high achieving members of a progressive global society.

School Leadership Team

Membership

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

Name	Title
Ray, Christina	Principal
Cowen, Amanda	Instructional Coach
Graham, Joyce	Assistant Principal
Dunn, Paul	Instructional Coach
Mcclintock, Julie	Instructional Coach
Galarza Gonzalez, Idelisse	Administrative Support
Vazquez, Jose	Assistant Principal
Granger, Richard	Dean

Duties

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

Ms. Cowen supports New Teacher Induction, testing and curriculum

Mr. Dunn supports K-8 math and the math goal.

Ms. McClintock supports MTSS and the Professional Learning Community process.

Mr. Granger leads the deans for the PBIS process and discipline.

Ms. Galarza supports our ELL students and teachers with ELL services.

All the above leadership team members serve as part of the stocktake process and each is the lead for their area.

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	53	53	46	34	46	39	29	34	31	0	0	0	0	365
One or more suspensions	1	8	6	15	15	12	35	14	16	0	0	0	0	122
Course failure in ELA or Math	0	0	0	0	0	0	1	6	7	0	0	0	0	14
Level 1 on statewide assessment	0	0	0	83	93	88	106	89	85	0	0	0	0	544

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	1	5	26	41	30	42	29	29	0	0	0	0	203

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	17	0	0	0	0	1	0	0	0	0	18	
Retained Students: Previous Year(s)	0	0	0	35	0	0	1	3	1	0	0	0	0	40	

Date this data was collected

Tuesday 7/17/2018

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	43	44	26	48	31	25	29	46	49	0	0	0	0	341
One or more suspensions	1	4	9	11	6	11	5	6	8	0	0	0	0	61
Course failure in ELA or Math	0	0	0	0	0	0	9	11	5	0	0	0	0	25
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	24	14	14	11	13	13	17	13	0	0	0	0	119

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	43	44	26	48	31	25	29	46	49	0	0	0	0	341
One or more suspensions	1	4	9	11	6	11	5	6	8	0	0	0	0	61
Course failure in ELA or Math	0	0	0	0	0	0	9	11	5	0	0	0	0	25
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

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	24	14	14	11	13	13	17	13	0	0	0	0	119

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?

Our ESE students overall achievement and growth performed the lowest in reading and math. This has been a trend.

Which data component showed the greatest decline from prior year?

Our ESE students showed a 2% decline in both ELA and Math achievement.

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

Westside's ELA and Math overall achievement showed the biggest gap. Our math achievement is lower than our ELA achievement.

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

Algebra 1 scores showed the greatest achievement as well as our acceleration points. This is not a trend but is an area we will focus to ensure the score increase continues.

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

Students were carefully selected for the high school courses and those that count for acceleration. Parent meetings were held to help parents understand the critical nature of progress in the course. Students were monitored carefully and offered tutoring as needed. Teachers were selected with the skill level to ensure students are offered strong instruction.

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	47%	58%	60%	46%	54%	55%
ELA Learning Gains	55%	58%	57%	50%	51%	54%
ELA Lowest 25th Percentile	51%	52%	52%	40%	46%	49%
Math Achievement	44%	52%	61%	45%	49%	56%
Math Learning Gains	52%	54%	58%	48%	48%	54%
Math Lowest 25th Percentile	46%	50%	52%	43%	43%	48%
Science Achievement	57%	54%	57%	44%	49%	52%
Social Studies Achievement	77%	71%	77%	89%	74%	72%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Attendance below 90 percent	53 (43)	53 (44)	46 (26)	34 (48)	46 (31)	39 (25)	29 (29)	34 (46)	31 (49)	365 (341)
One or more suspensions	1 (1)	8 (4)	6 (9)	15 (11)	15 (6)	12 (11)	35 (5)	14 (6)	16 (8)	122 (61)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	1 (9)	6 (11)	7 (5)	14 (25)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	83 (0)	93 (0)	88 (0)	106 (0)	89 (0)	85 (0)	544 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	47%	51%	-4%	57%	-10%
	2017	43%	53%	-10%	58%	-15%
Same Grade Comparison		4%				
Cohort Comparison						
04	2018	40%	48%	-8%	56%	-16%
	2017	44%	50%	-6%	56%	-12%
Same Grade Comparison		-4%				
Cohort Comparison		-3%				
05	2018	40%	50%	-10%	55%	-15%
	2017	34%	48%	-14%	53%	-19%
Same Grade Comparison		6%				
Cohort Comparison		-4%				
06	2018	30%	46%	-16%	52%	-22%
	2017	37%	47%	-10%	52%	-15%
Same Grade Comparison		-7%				
Cohort Comparison		-4%				
07	2018	42%	46%	-4%	51%	-9%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2017	46%	49%	-3%	52%	-6%
Same Grade Comparison		-4%				
Cohort Comparison		5%				
08	2018	47%	52%	-5%	58%	-11%
	2017	38%	48%	-10%	55%	-17%
Same Grade Comparison		9%				
Cohort Comparison		1%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	44%	51%	-7%	62%	-18%
	2017	37%	56%	-19%	62%	-25%
Same Grade Comparison		7%				
Cohort Comparison						
04	2018	44%	53%	-9%	62%	-18%
	2017	50%	55%	-5%	64%	-14%
Same Grade Comparison		-6%				
Cohort Comparison		7%				
05	2018	41%	52%	-11%	61%	-20%
	2017	35%	49%	-14%	57%	-22%
Same Grade Comparison		6%				
Cohort Comparison		-9%				
06	2018	28%	43%	-15%	52%	-24%
	2017	36%	41%	-5%	51%	-15%
Same Grade Comparison		-8%				
Cohort Comparison		-7%				
07	2018	26%	29%	-3%	54%	-28%
	2017	16%	28%	-12%	53%	-37%
Same Grade Comparison		10%				
Cohort Comparison		-10%				
08	2018	36%	43%	-7%	45%	-9%
	2017	33%	47%	-14%	46%	-13%
Same Grade Comparison		3%				
Cohort Comparison		20%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	48%	49%	-1%	55%	-7%
	2017					
Cohort Comparison						
08	2018	44%	42%	2%	50%	-6%
	2017					
Cohort Comparison		44%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	100%	68%	32%	65%	35%
2017	0%	69%	-69%	63%	-63%
Compare		100%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	75%	70%	5%	71%	4%
2017	75%	74%	1%	69%	6%
Compare		0%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	93%	52%	41%	62%	31%
2017	75%	46%	29%	60%	15%
Compare		18%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	92%	39%	53%	56%	36%
2017	0%	43%	-43%	53%	-53%
Compare		92%			

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	18	42	34	15	26	23	19	39			
ELL	31	53	51	29	48	51	28	33			
BLK	43	45	44	38	45	33	63	82			
HSP	42	56	52	38	51	50	47	70	82		
MUL	64	62		64	58		64				
WHT	56	55	52	56	55	46	70	84	88		
FRL	39	53	47	35	48	45	48	67	82		

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	16	32	21	15	37	34	24	38			
ELL	24	46	44	27	49	47	19	69			
BLK	35	54	50	34	52	52	17	58			
HSP	39	49	45	38	51	49	37	78	71		
MUL	52	57		64	64						
WHT	62	63	45	55	51	45	64	96	77		
FRL	43	54	49	42	52	47	37	77	79		

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	Strengthen the school wide discipline process.
Rationale	By establishing systems and procedures to reward positive actions, decrease classroom disruptions and minimizing time out of classroom a positive academic culture will be established in the school.
	Decrease the overall number of referrals.
Intended Outcome	Increase the number of students eligible to participate in PBIS incentives.
	ELA, Math, Science and Social Studies proficiency will increase by 5% as measured by end of course or statewide exams.
Point Person	James Buzzelli (james.buzzelli@osceolaschools.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. The deans will establish a PBIS school level team by July 17, 2018 including a variety of staff 2. School level PBIS team will attend Tier 1 PBIS Professional Development July 23-25, 2018 3. The PBIS School Level Team will establish monthly PBIS meetings by July 25, 2018 to address progress and concerns. 4. Mr. Buzzelli, along with the PBIS School Level Team will schedule monthly and quarterly incentives for positive actions by July 25, 2018 5. PBIS School Wide team will deliver professional development to the staff on August 7, 2018 6. PBIS School Wide team will meet monthly to analyze discipline data and problem solve as issues arise.
Person Responsible	Richard Granger (richard.granger@osceolaschools.net)
Plan to Monitor Effectiveness	
	Student attendance at PBIS events will be monitored Monthly by Deans.
	Referral numbers will be monitored monthly by Deans.
Description	School Stocktake Model will take place monthly to report progress to the principal on the Area of Focus.
	Principal will share and update the Chief of Staff and Assistant Superintendent once a quarter on progress on the Area of focus through the School Stocktake Model.
Person Responsible	Jose Vazquez (jose.vazquez@osceolaschools.net)

Activity #2	
Title	Reduce the number of students with an attendance rate below 90%.
Rationale	Research has shown students who attend school regularly are more apt to show academic progress. As well students who struggle must be in school to receive interventions.
Intended Outcome	Reduce in the number of students with less than 90% attendance from 365 to 160. Increase proficiency in all core content areas by 5% as measured by statewide or end of course exams.
Point Person	Misael Soto (sotomisa@osceola.k12.fl.us)
Action Step	
Description	<ol style="list-style-type: none"> 1. Guidance Counselors will create a flow chart for attendance by August 5, 2018 including teachers and guidance counselors as a key part of the monitoring process. 2. Guidance Counselors will share the flow chart with teachers and other stakeholders during preplanning. 3. Guidance Counselors will share attendance information with parents via Remind App and Facebook page by August 20, 2018. 4. McClintock, MTSS Coach will add attendance as a question for all data meetings and MTSS meetings by August 7, 2018. 5. Teachers will contact parent when the 3rd missed day occurs. 6. Guidance Counselors will contact parents when the 5th, 10th, and 15th day is reached. 7. Attendance Clerk will send letters to parents of students who reach the 5th, 10th, and 15th day are reached. 8. Students reaching 10 missed days of school will be referred to the leadership team for further intervention. 9. Students reaching 20 missed days of school will be referred to the leadership team and SRO for additional intervention and support. 10. Paraprofessionals will make daily phone calls to students on the intervention list for attendance using a script written by the guidance counselors.
Person Responsible	Misael Soto (sotomisa@osceola.k12.fl.us)
Plan to Monitor Effectiveness	
Description	<p>Guidance Counselors will monitor attendance weekly tracking students who miss 5+ days of school.</p> <p>Principal will share the flow chart with School Stocktake Model will take place monthly to report progress to the principal on the Area of Focus.</p> <p>Principal will share and update the Chief of Staff and Assistant Superintendent once a quarter on progress on the Area of focus through the School Stocktake Model.</p>
Person Responsible	Jose Vazquez (jose.vazquez@osceolaschools.net)

Activity #3	
Title	Increase learning gains for all students in the area of Literacy.
Rationale	Students proficient in the area of Literacy will be more likely to achieve in other subjects that require reading as part of the curriculum.
	ELL students will increase from 16% proficiency to 25% proficiency as measured by the English/Language Arts (ELA) Florida Statewide Assessment (FSA).
	ESE students will increase from 11% proficiency to 16% proficiency as measured by the ELA FSA.
Intended Outcome	All students will increase in proficiency from 47% to 52% as measured by the ELA FSA.
	Percent of students showing learning gains will increase from 55% to 62% measured by the ELA FSA.
	Percent of students in the bottom quartile showing learning gains will increase from 51% to 56% measured by the ELA FSA.
Point Person	Kimberly Azis (kimberly.azis@osceolaschools.net)
Action Step	
	1. Instructional Coaches for ELA will create instructional frameworks for each grade level with structures for whole group, small group and pacing by August 1, 2018.
	2. Instructional Coaches and Assistant Principals will implement a daily walk-through schedule with a monitoring tool to ensure fidelity and implementation of the instructional framework by September 5, 2018 after gathering baseline data.
	3. ECS, Ms. Galarza will create an ELL task force to meet monthly to identify the progress of ELL instruction made up of a variety of stakeholders by October 5, 2018.
Description	4. Coaches will identify teachers for coaching cycles using walk-through data monthly
	5. Coaches and Administrators will identify teachers as model classrooms to use in coaching cycles by October 5, 2018.
	6. MTSS Coach, Ms. McClintock will create intervention groups by September 5, 2018 to be implemented September 10, 2018 utilizing iReady and teacher collected data. Groups will be updated weekly and will be sent in the principal's weekly newsletter on Sundays.
	7. Teachers will work with a member of the administrative team to use PLC time to analyze, plan for, and adjust instruction based on data
Person Responsible	Julie McClintock (julie.mcclintock@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	Instructional coaches will monitor PLCs, end of unit assessments, walk-through data and iReady data monthly.
	School Stocktake Model will take place monthly to report progress to the principal on the Area of Focus.

Principal will share and update the Chief of Staff and Assistant Superintendent once a quarter on progress on the Area of focus through the School Stocktake Model.

Person Responsible Joyce Graham (joyce.graham@osceolaschools.net)

Activity #4	
Title	Increase learning gains for all students in the area of Mathematics.
Rationale	Students proficient in the area of Mathematics will be more likely to achieve in advanced education.
	ELL students will increase from 16% proficiency to 25% proficiency as measured by the Mathematics (Math) Florida Statewide Assessment (FSA).
	ESE students will increase from 11% proficiency to 16% proficiency as measured by the Math FSA.
Intended Outcome	All students will increase in proficiency from 47% to 52% as measured by the Math FSA.
	Percent of students showing learning gains will increase from 55% to 62% as measured by the Math FSA.
	Percent of students in the bottom quartile showing learning gains will increase from 51% to 56% as measured by the Math FSA.
Point Person	Paul Dunn (paul.dunn@osceolaschools.net)
Action Step	
	1. Instructional Coach for math will create instructional frameworks for each grade level with structures for whole group, small group and pacing by August 1, 2018.
	2. Instructional Coaches and Assistant Principals will implement a daily walk-through schedule with a monitoring tool to ensure fidelity and implementation of the instructional framework by September 5, 2018 after gathering baseline data.
	3. ECS, Ms. Galarza will create an ELL task force to meet monthly to identify the progress of ELL instruction made up of a variety of stakeholders by October 5, 2018.
Description	4. Coaches will identify teachers for coaching cycles using walk-through data monthly
	5. Coaches and Administrators will identify teachers as model classrooms to use in coaching cycles by October 5, 2018.
	6. MTSS Coach, Ms. McClintock will create intervention groups by September 5, 2018 to be implemented September 10, 2018 utilizing iReady and teacher collected data. Groups will be updated weekly and will be sent in the principal's weekly newsletter on Sundays.
	7. Teachers will work with a member of the administrative team to use PLC time to analyze, plan for, and adjust instruction based on data
Person Responsible	Paul Dunn (paul.dunn@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	Instructional coaches will monitor PLCs, end of unit assessments, walk-through data and iReady data monthly.
	School Stocktake Model will take place monthly to report progress to the principal on the Area of Focus.

Principal will share and update the Chief of Staff and Assistant Superintendent once a quarter on progress on the Area of focus through the School Stocktake Model.

Person Responsible Joyce Graham (joyce.graham@osceolaschools.net)

Activity #5	
Title	Strengthen the collaborative process to ensure the that the learning needs of all students are met.
Rationale	According to research, when a school functions as a PLC, educators within the organization embrace high levels of learning for all students as both the reason the organization exists and the fundamental responsibility of those who work within it.
Intended Outcome	ELA, Math, Science and Social Studies proficiency will increase by 5% as measured by statewide or end of course exams.
	Teacher retention will increase from 52% to 90%.
	Percent of students showing learning gains in English/Language Arts (ELA) will increase from 55% to 62% based on the ELA Florida Statewide Assessment (FSA).
	Percent of students in the bottom quartile showing learning gains in ELA will increase from 51% to 56% based on the ELA Florida Statewide Assessment (FSA).
Point Person	Percent of students showing learning gains in Math will increase from 55% to 62% as measured by the Math FSA.
	Percent of students in the bottom quartile showing learning gains in Math will increase from 51% to 56% as measured by the Math FSA.
	Julie McClintock (julie.mcclintock@osceolaschools.net)
Action Step	
Description	1. Schools PLC teams will meet for mandatory two meetings a month as well as voluntary weekly during individual planning meetings for the purpose of analyzing, reflecting and revising instruction based on assessment results.
	2. PLC leads (one per instructional team) will meet the first Tuesday of every month for the purpose of a book study on the book Taking Action by Buffum, Mattos and Malone and planning to use the book and PLC stages to plan next steps for PLC growth.
	3. PLCs will utilize data analysis forms for end of unit assessments as part of Tier 1 MTSS.
	4. Leadership team will devise a schedule to attend most PLC's to monitor and offer feedback to PLC leads by August 8, 2018.
	5. Teachers will use structures from the book Taking Action to learn to analyze and improve student outcomes.
Person Responsible	Julie McClintock (julie.mcclintock@osceolaschools.net)
Plan to Monitor Effectiveness	
Description	Leadership team will monitor PLCs and classroom instruction weekly.
	Administrative team will conduct weekly walkthroughs to monitor instruction as a result of PLC work.
	School Stocktake Model will take place monthly to report progress to the principal on the

Area of Focus.

Principal will share and update the Chief of Staff and Assistant Superintendent once a quarter on progress on the Area of Focus through the School Stocktake Model.

Person Responsible Jose Vazquez (jose.vazquez@osceolaschools.net)

Activity #6

Title Increase access to recreational, arts, and cultural experiences for low-income students and families and increase parent involvement.

Rationale Our school population continues to need exposure to recreational and cultural experiences due to income barriers. Additionally, this impacts parent involvement, necessitating additional outreach on behalf of the schools to secure family involvement in school activities.

Intended Outcome We will increase attendance at family engagement events by 3%.

Point Person Jose Vazquez (jose.vazquez@osceolaschools.net)

Action Step

Description

1. In order to better advertise parent events, we will notify parents through Remind and social media of schools events prior to events occurring. Flyers will be sent home with students in English and Spanish.
2. All staff will regularly encourage parent and student participation in after-school events.
3. Staff will use phone and meeting logs to track parent contact with staff.
4. Presenters will ensure that parent events are informative and accessible to families. Bilingual support will be provided for Spanish speaking families.
5. Leadership team will ensure that all family engagement events have a chosen coordinator for organization and contact.

Person Responsible Jose Vazquez (jose.vazquez@osceolaschools.net)

Plan to Monitor Effectiveness

Description

- School Stocktake Model will take place monthly to report progress in this area,
- Principals will update Assistance Superintendent of Curriculum during their monthly check-ins.
- Principal will share and update the Chief of Staff and Assistant Superintendents once a quarter on progress in this area of focus.
- Quarterly review of all parent and family engagement night activities for attendance and success.

Person Responsible Christina Ray (christina.ray@osceolaschools.net)

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, Â§ 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.

Title I Schools, in collaboration with parents, teachers, staff and community stakeholders, annually prepare and submit to FLDOE a detailed Parent Involvement Plan (PIP). All parents are invited to provide input into the PIP design. The final version of the plan is presented to the School Advisory Council (SAC) for approval, prior to FLDOE upload.

Required components of the plan include the annual Title I Meeting. The District Title I office provides a PowerPoint template with areas for the school to personalize mission, vision, curriculum and demographic information to share with parents at the annual meeting. Another area of the PIP focuses on staff training activities in effectively engaging parents to participate in the academic achievement of their children. District Title I provided training modules include the five levels of parent involvement, along with cultural sensitivity training in collaboration with Title III. The plan also outlines annual Building Capacity events the school plans to involve parents in their child's academic progress along with community outreach integration.

All parents are also invited to participate in the preparation of the school Compact. The Compact document consists of three sections targeting: student, parent and teacher. It is a pledge to uphold the school's vision, mission and specific educational accountability. It is discussed and signed by every elementary student, parent and teacher. The Compact is sent home for parent review at the middle and high school levels.

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.

Westside K-8 employs four counselors. Counselors are responsible for maintaining communication with the teachers and staff with regards to potential student health and academic concerns. Counselor duties also include (but are not limited to):

- Taking part in the operational school based MTSS team that meets weekly to discuss students with barriers to academic and social success
- Implement Check-in/Check-out systems for students in need, Check and Connect utilized with students in need of positive adult interactions and positive feedback throughout the school day
- Connect students to agencies who have Cooperative Agreements or are on campus
- Engage with identified staff school (i.e. school-based team leader) to provide a differentiated delivery of services based on student/school need
- Include core (classroom guidance, workshop, assembly), supplemental (solution focused small group counseling), and intensive supports (individual counseling/advisement, referral to community resources)
- Utilize data-based decision making to close academic, social-emotional and college-career equity gaps by connecting all students with the services they need
- Conducting at least 3 to 5 groups/lessons each month/ implementing Instruction and various campus activities that address social/emotional needs of students

- Coordinating make-up work for students with extended illnesses
- Reviewing cumulative folders for all students receiving guidance referrals and out-of-school suspension.
- Responsible for disseminating information to teachers regarding student health concerns.
- Counseling students upon return from out-of-school suspension
- Maintains an accurate, current data base of students grades
- Being involved in ALL aspects of grade level articulation
- Conducting Monthly New Student Orientations for students within your grade levels
- Create system for mentoring or advocate for students

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

All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Collaboration occurs across grade levels, content areas, and feeder schools. Staff members implement a formal process that promotes productive discussion about student learning. School personnel can clearly link collaboration to improvement results in instructional practice and student performance. Two full time VPK units and one Pre-K ESE unit are on our school campus this school year to help students transition to Kindergarten. The program assists in increasing proficiency in basic pre-kindergarten skills, preparing students for Common Core Standards and developing the necessary social skills for school. We will assist in preschool transition into kindergarten through use of our kindergarten round up program. We will be implementing the district screener for reading and math which will allow for us to properly place students in kindergarten. In the late spring, we will allow for some VPK student to experience a kindergarten day by pushing into the kindergarten classrooms in a rotational process.

The 5th graders that are transitioning to 6th grade encounter a transitional system as well. Incoming 6th grade parents and students are provided with a curriculum night and new student orientation that helps to transition these students to the middle school culture. Since we are a K-8 school, returning students have had the opportunity to witness some of the middle school environment before this particular night.

8th graders are given the opportunity to attend information sessions hosted by feeder school at Westside. These sessions provide students with the opportunity to learn about the high school they will be attending. Students from the high schools are present to answer questions as well as the counselors or other representatives from the 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.

The MTSS/Problem-solving Team will examine school-wide data together and in subcommittees to identify areas (course, teachers, grade levels, etc.) in need of assistance in Tier 1. We will use the Problem-Solving outline for Tier 1 to evaluate what problems, resources, and solutions exist. Action plans will address needs. The same methods will identify individual and small group needs for the upper tiers of MTSS.

Teacher surveys, historical data, and walkthrough data will determine Professional Development needs of teachers in order to support them. District personnel, resource teachers, and outside entities will provide necessary supports for building teacher capacity in the identified areas of need (identified by teachers as well as data examination).

To ensure students requiring additional remediation are assisted; extended learning opportunities, such as before and /or after school programs, and/or Saturday and/or summer school, are offered. The district coordinates with Title II to ensure staff development needs are provided. Learning Resource Specialists and Math/Science Coaches develop and lead programs based on Florida Standards curriculum/behavior assessment and intervention approaches.

Title I, Part C-Migrant

When Migrant children are enrolled at our school, the Title I Migrant Center staff is available to ensure that all migrant students are given a fair and equitable opportunity to achieve a high quality education. They will be contacted to help meet the needs of Migrant students, based on student achievement data, if enrolled at our school. These students will be afforded the same opportunities as all students.

Title I, Part D

When Neglected and/or Delinquent children are enrolled in our school, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

Title II

Professional Development is provided for Core Connections, Math Solutions, and Instructional Framework Design and the Instructional Leadership Pipeline. It is also used to focus on Professional Learning Community (PLC) development and facilitation.

Title III

The Multicultural Department assists in the identification of Limited English Proficiency (LEP), immigrant, and Native American students most at-risk in meeting state standards. Support research-based, comprehensive educational programs are used to help reduce the educational barriers that result from cultural and linguistic needs. Schools provide help for LEP, immigrant, and Native American students achieve the same standards as developed for other students.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through the gifted screening process for all second grade Title I students.

Title IX

To help eliminate barriers for education the District Homeless Education Liaison works with the school FIT Liaisons to help define and protect the rights of homeless students to enroll in, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health and academic referrals as well as vouchers for resources such as, but not limited to shoes, transportation, and school physicals.

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

Several initiatives and programs have been established to foster a college-going culture and to support and assist administrators, teachers, students and families as they work toward achieving college readiness for all students. Some of these initiatives include:

- Guidance Counselors meet with students to discuss course opportunities available for the following school year.

The promotion of increased student participation and performance in Advanced

- Placement of students scoring level 4 or 5 in various subjects in advances courses to prepare them for higher level courses in middle and high school.
- Middle school students must go through "Career and Decision Making" curriculum through one of their social studies classes in order to continue the thought process of advancement to college and careers.

- Our middle school participates in vertical articulation among high schools to create a pipeline of rigorous instruction so that students are college ready and prepared for post-secondary success
- The AVID (Advancement Via Individual Determination) program which promotes student self-management and personal responsibility for academic success through an elective AVID course that includes instruction in college readiness topics and strategies. College visits are also part of this program in connection with many local colleges and universities.
- Guidance Services working with schools to inform and support students and parents in programs that will inform them on future graduation and college readiness goals

Part V: Budget

Total:

\$46,750.00