

Duval County Public Schools

Westside High School



2019-20 Schoolwide Improvement Plan

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Westside High School

5530 FIRESTONE RD, Jacksonville, FL 32244

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

Demographics

Principal: Vincent Foster

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners* Asian Students* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (49%) 2017-18: C (52%) 2016-17: C (48%) 2015-16: C (49%) 2014-15: C (46%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Duval County School Board on 10/1/2019.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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 graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2018-19 Title I School</p> <p>Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>100%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>85%</p>

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	C	C	C	C

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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. 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 High School is a learning community that focuses on increased student achievement by maintaining high expectations, modeling integrity and good citizenship, and promoting lifelong learning in a climate of shared responsibility among school, home and community.

Provide the school's vision statement.

As a member of DCPS, Westside High's vision is that every student is inspired and prepared for success in college, a career, and in life.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
		<p>TEAM ADMINISTRATOR</p> <p>ACADEMIC LEADERSHIP TEAM SHARED DECISION MAKING TEAM ADMIN CABINET TEAM SCHOOL IMPROVEMENT TEAM ACTIVITIES TEAM PDF TEAM</p> <p>ADMINISTRATIVE ROLES & RESPONSIBILITIES</p> <p>SCHOOL ADVISORY COUNSEL (SAC) ACTIVITIES TEAM - GRADUATION PAYROLL/LEAVE BUDGET ATHLETICS BOARD OF CHAIRS</p>
Raulerson, Jenifer	Principal	<p>LATE DAY - TUESDAY CELL PHONE - 904-874-9163</p> <p>CAST ADMINISTRATOR</p> <p>ENGLISH / READING & READING COACH (19) TESTING (1) DEANS (2) CSS Site Coach (1) CSS Job Coach (3)</p> <p>UOPD Secretary, Front Office, Bookkeeper PARA CSS (9)</p> <p>ADMINISTRATIVE MENTEE HODGES DAVIS</p>
Berahzer, Cindy	Assistant Principal	<p>TEAM ADMINISTRATOR</p> <p>ACADEMIC LEADERSHIP TEAM SCHOOL COUNSELING TEAM TRUANCY TEAM ADMIN CABINET TEAM "TESTING</p>

Name	Title	Job Duties and Responsibilities
		<p>MTSS TEAM"</p> <p>ADMINISTRATIVE ROLES & RESPONSIBILITIES</p> <p>REPORT CARDS & PROGRESS REPORTS ENROLLMENT & MASTER SCHEDULING CURRICULUM MANAGER FOCUS ADMINISTRATOR FTE & ATTENDANCE EARLY COLLEGE / DUAL ENROLLMENT OUT OF FIELD AND NOT HIGHLY QUALIFIED OPENING/CLOSING OF SCHOOL LATE DAY - MONDAY CELL PHONE - 904-383-9211</p> <p>CAST ADMINISTRATOR</p> <p>MATH & MATH COACH (17) SLS (1) SCHOOL COUNSELORS (4) ESE LEAD & VE (5) 9TH GR TRANSITION (2)</p> <p>UOPD CRT, Guidance Office, Record</p> <p>ADMINISTRATIVE MENTEE DIEYE MITCHELL</p>

Durkin, Timothy

TEAM ADMINISTRATOR

PBIS TEAM
 PROFESSIONAL DEVELOPMENT TEAM
 ACADEMIC LEADERSHIP TEAM
 ADMIN CABINET TEAM

12TH GRADE ADMIN

ADMINISTRATIVE ROLES & RESPONSIBILITIES

Name	Title	Job Duties and Responsibilities
		<p>FACILITIES - GCA TEACHER OF THE YEAR FURNITURE TEXTBOOK MANAGER CHARTWELLS SREOY COPIES</p> <p>LATE DAY - WEDNESDAY CELL PHONE - 904-207-3814</p> <p>CAST ADMINISTRATOR</p> <p>SOCIAL STUDIES (8) IT CTE (2) HOPE / PE (4) PERFORMING / FINE ARTS/JOURNALISM (5) CSS (11)</p> <p>UOPD Security Guards PARA ESOL (3) ISSP ADMINISTRATIVE MENTEE</p>
Richardson, Stephen		<p>TEAM ADMINISTRATOR</p> <p>EMERGENCY MANAGEMENT TECHNOLOGY TEAM ACADEMIC LEADERSHIP TEAM ATTENDANCE TEAM ADMIN CABINET TEAM</p> <p>11TH GRADE ADMIN</p> <p>ADMINISTRATIVE ROLES & RESPONSIBILITIES</p> <p>WELLNESS AMBASSADOR TITLE I / PARENT INVOLVEMENT TECHNOLOGY TRANSPORTATION EMERGENCY CRISIS TEAM LEAD / BLACKBOX</p> <p>LATE DAY - THURSDAY</p>

Name	Title	Job Duties and Responsibilities
		CELL PHONE - 904-566-3256
		CAST ADMINISTRATOR
		SCIENCE (8) NJROTC & LEADERSHIP (4) WORLD LANGUAGES (4)
		UOPD HOA - Randall, Mickler PARA ESE/SFP (5)

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	427	414	340	284	1465
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	34	46	30	22	132
One or more suspensions	0	0	0	0	0	0	0	0	0	0	81	72	33	24	210
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	189	188	133	69	579

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total	
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	245	159	168	59	631

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	0	0	0	0	0	0	0	0	47	70	47	164
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	2	6	8

FTE units allocated to school (total number of teacher units)

57

Date this data was collected or last updated

Monday 8/26/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - 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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	24%	47%	56%	25%	46%	53%
ELA Learning Gains	32%	48%	51%	30%	45%	49%
ELA Lowest 25th Percentile	34%	42%	42%	23%	39%	41%
Math Achievement	45%	51%	51%	48%	59%	49%
Math Learning Gains	44%	52%	48%	47%	52%	44%
Math Lowest 25th Percentile	30%	47%	45%	38%	45%	39%
Science Achievement	44%	65%	68%	46%	64%	65%
Social Studies Achievement	48%	70%	73%	47%	64%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	427 (0)	414 (0)	340 (0)	284 (0)	1465 (0)
Attendance below 90 percent	34 ()	46 ()	30 ()	22 ()	132 (0)
One or more suspensions	81 (0)	72 (0)	33 (0)	24 (0)	210 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	189 (0)	188 (0)	133 (0)	69 (0)	579 (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.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	19%	48%	-29%	55%	-36%
	2018	24%	48%	-24%	53%	-29%
Same Grade Comparison		-5%				
Cohort Comparison						
10	2019	24%	48%	-24%	53%	-29%
	2018	26%	49%	-23%	53%	-27%
Same Grade Comparison		-2%				
Cohort Comparison		0%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	41%	67%	-26%	67%	-26%
2018	40%	63%	-23%	65%	-25%
Compare		1%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	47%	68%	-21%	70%	-23%
2018	54%	64%	-10%	68%	-14%
Compare		-7%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	36%	57%	-21%	61%	-25%
2018	43%	61%	-18%	62%	-19%
Compare		-7%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	49%	61%	-12%	57%	-8%
2018	41%	57%	-16%	56%	-15%
Compare		8%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
SWD	28	31	38	47	45	60	41	38		95	87
ELL	3	34	34	35	42		15	33		88	96
BLK	20	30	32	41	43	32	40	45		97	91
HSP	21	33	39	38	56		27	42		89	91
MUL	50	32		63			60				
WHT	38	36	33	56	39	18	64	68		91	94
FRL	21	30	32	42	40	27	42	46		95	89
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	26	40	33	40	44	23	43	45		85	63
ELL	9	29	27	29	64		31	17			
BLK	22	38	34	42	56	47	36	49		94	85
HSP	26	36	25	36	49		48	64		78	89
MUL	50	57		67	69		82	70		100	82
WHT	51	58	33	63	57	30	64	66		89	88

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
FRL	25	40	33	43	58	46	41	52		92	84
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	8	18	18	24	55		29	28		70	73
ELL	4	13	17				31	13		88	93
ASN	50	30									
BLK	16	28	24	42	42	35	43	42		91	91
HSP	35	34	26	58	59		68	51		94	90
MUL	30	24									
WHT	49	39	23	55	50	42	51	62		78	89
FRL	22	29	24	48	44	33	46	45		88	90

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	56
Total Points Earned for the Federal Index	544
Total Components for the Federal Index	11
Percent Tested	96%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	51
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners

Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	49
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	49
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	51
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	54
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	48
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA Achievement (9th grade proficiency) showed the lowest performance. Contributing factors included:

1. Increased ELL population
2. 62.4% of incoming freshmen scored a Level 1 or 2 on the prior year FSA Reading assessment and were not reading at grade level.
3. Inconsistent attendance coupled with discipline issues and in some cases, with punitive consequences.
4. Significant variation in teacher capacity and ability to effectively engage students in rigorous standards-aligned tasks.
5. Lack of consistent teacher presence in all classrooms due to extended sick-leave and maternity leave.
6. Lack of parental involvement with school, with little productive support structures at home to support literacy.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

US History proficiency showed the greatest decline from the prior year. Several factors attributed to this decline including:

1. decrease in District level support frequency tied to student benchmark deficiencies
2. student population began year with a lower Lexile average than 17-18 cohort
3. new teacher group that encountered personality conflicts that resulted in planning and implementing curriculum consistently.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Math Bottom Quartile Gains had the greatest gap when compared to the state average, with a 15% state-minus-school comparison. Contributing factors included:

1. Partially aligned lessons
2. Insufficient practice with FSA-aligned item types.
3. Insufficient rigor

Which data component showed the most improvement? What new actions did your school take in this area?

Geometry proficiency increased 8% (from 41% to 49%) from the previous year. Actions taken included:

1. Double-blocked both standard and honors sections.
2. FCIM lessons created to remediate unmastered standards.
3. After school Math lab to provide students with tutoring.
4. School-based math coach was fully available to support teachers and was not assigned to teach classes.
5. District support in the second semester through targeted pull-outs.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

1. Average daily attendance is 86%.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Learning Gains in Reading
2. Learning Gains in Bottom Quartile Mathematics
3. US History Proficiency
4. Attendance

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Learning Gains in Reading
Rationale	During the 1819 School Year, Learning Gains in reading dropped from 40% to 32%. While our bottom quartile went up, a more concerted effort will be in ensuring all students have gains and not just LPQ.
State the measurable outcome the school plans to achieve	Westside plans to reach 45% ELA/Reading learning gains.
Person responsible for monitoring outcome	Jenifer Raulerson (raulersonj1@duvalschools.org)
Evidence-based Strategy	<ol style="list-style-type: none"> 1) Student Scheduling - Students are scheduled based on points away from learning gain. Targeted classrooms have already been identified. 2) Weekly planning sessions will consist of working on standards alignment questioning and use of text (specifically non-fiction). 3) Tier 2 and Tier 3 Remediation - Small group instruction, reading coach and reading interventionist pull outs. 4) Utilization of blended learning platforms with incentives attached to progress of articles towards 40 with 75% or higher on each article. 5) Increase use of sign-post strategies within ELA classrooms. 6) Academic Enrichment sessions throughout the year targeting specific standards. Sessions will be built on Lexile levels. 7) Create specific framework for IR to include teacher-led instruction on reading skills. 8) Implement ACE strategy school-wide. Allocate funding for reading pull-outs. <ol style="list-style-type: none"> 1. Progress monitoring of Actively Learning and Achieve usage. 2. Time in text within ELA classrooms and student work/activities that is aligned to standard. 3. Formative Assessment data to identify remediation lessons/standards. 4. Walk through analysis of standards alignment work; use of DI tools. 5. Teacher-student data chats and goals set by students 6. Reading Interventionist will support the FAIR deficiencies in small group during Intensive Reading classrooms. 7. After-school tutoring will be provided for specific students.
Rationale for Evidence-based Strategy	
Action Step	Purchase additional Reading/ELA Teachers and Reading Interventionist to support students in Intensive Reading classrooms
Description	By August 1 - Ensure all new enrollments are scheduled appropriately; Homerooms are built by lexile. Assist reading coach with PLC tasks, building agendas and data analysis. (Weekly)

Build weekly PLCs agendas and tasks based on walk-throughs. Assist teachers in data analysis and blended learning training's.

By September, small group instructions will be taking place in ELA classrooms to specific standards based on previous lessons.

Align PD research based articles to IPG/Myth related sessions.

Training sessions during PLC and Early Release on Usage of Sign Post in ELA classrooms. (Bi-Weekly)

Achieve and Actively Learning Usage (Weekly)

Allocate funding for reading pull-outs.

Person Responsible

Jenifer Raulerson (raulersonj1@duvalschools.org)

#2	
Title	Learning Gains in Bottom Quartile Mathematics
Rationale	Westside dropped 15 points in mathematics in the 1819 school year.
State the measurable outcome the school plans to achieve	60% Goal
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	<p>"Identification of BQ students from Day 1 and scheduling with the highest performing Alg1 and Geom teachers.</p> <p>Weekly admin-facilitated PLCs focused on the 3 Ps (effective pedagogy, lesson planning using standards and supporting documents, and profesisonal learning).</p> <p>Ongoing formative standards-based assessments (school and district-based), with teachers using a protocol to engage students in constant reflection on their performance.</p> <p>Remediation, not only using district's Tier 2 and Tier 3 resources, but also through spiraling.</p> <p>After-school tutoring offered and incentivized."</p> <p>Purchase additional math teacher to support double-blocked students.</p> <p>"PLC artifacts to include: standards-based and rigorous instructional activities and problem-sets, samples of student work, evidence of data moinitoring and analysis and classroom walkthrough documentation from admin/coach on instructional practices.</p>
Rationale for Evidence-based Strategy	<p>Student accountability evidenced by their ability to articulate areas of strength, growth and next steps.</p> <p>Data from teacher-created and district assessments.</p> <p>Tutoring attendance</p>

Action Step

Description	<ol style="list-style-type: none"> 1. "Ms Berahzer - AP - By Aug 12 but also monitored with new enrollees until Survey 2. Continue monitoring students during PLC and use of student work samples 2. Ms Berahzer & Ms Bunche (Math Coach) - weekly until FSA in the Spring. 3. Ms Berahzer, Ms Bunche and Math teachers - weekly until FSA in the Spring." 4. Purchase math teacher to support double blocked classes. 5. Math Tutoring after school. 4. Calculators and chart paper posted for after school tutoring and classroom support. 5.
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**Person
Responsible**

Jenifer Raulerson (raulersonj1@duvalschools.org)

#3	
Title	US History Proficiency
Rationale	During the 18-19 school year, U.S. History slid 7 achievement points from 55% to 48%. Several factors attributed to this decline including: 1. decrease in District level support frequency tied to student benchmark deficiencies, 2. student population began year with a lower lexile average than 17-18 cohort, and 3. new teacher group that encountered personality conflicts that resulted in planning and implementing curriculum consistently.

State the measurable outcome the school plans to achieve	55% Proficiency
Person responsible for monitoring outcome	Jenifer Raulerson (raulersonj1@duvalschools.org)
Evidence-based Strategy	<p>The administration overseeing the Social Studies department has been changed to reflect a familiarity with the content and ability to drive instruction and curriculum decisions.</p> <p>1. Administrative led common planning on Tuesdays, 8:50 in the Media Center. CP will continue to emphasize pillars, content focus, and test item specifications. Additional conversations will center on motivation, excitement and student’s understanding of the overarching time frame of American History.</p> <p>2. Create 5 question common exit tickets every week with pre-slugged sheets in order to continuously check student’s progress and address instructional correction.</p> <p>3. Produce quality AE lessons based on widely missed benchmarks and historically poor performance, beginning with Industrialization. AE will focus on products that align with four pillars in lesson plans. Teachers will identify specific tasks that students will be doing in order to reach the benchmark. Additionally, teachers will determine what they will be doing during the instructional time.</p> <p>4. 1. Tutoring plan for identified students (K. Brown Tuesdays and Thursdays, Flint during non-common planning 2nd period pulling from electives, Viecelli TBA).</p>
Rationale for Evidence-based Strategy	In addition to district driven assessments (BL, November formative, MY, and Mock) admin will work very closely with teachers to create and implement consistent FCIM checks on Performance Matters that will drive current instructional and corrective teaching.

Action Step	
Description	1. Mr. Tim Durkin, Assistant Principal. Mr. Kevin Brown, Mr. Daniel Flint, and Mr. Shawn Viecelli, instructors. Earnest data chats and data-driven instruction will begin after November formative.

2. Weekly data conversations and curriculum realignments will occur weekly thereafter.
3. Tutoring after school.

Person Responsible Jenifer Raulerson (raulersonj1@duvalschools.org)

#4

Title Attendance

Rationale Our attendance averages at 86% daily.

State the measurable outcome the school plans to achieve 93% average daily attendance

Person responsible for monitoring outcome Jenifer Raulerson (raulersonj1@duvalschools.org)

Evidence-based Strategy The formation of a new Attendance Committee will be lead by the leadership team and include a volunteer teacher cohort as well as supporting office personel. The Attendance Committee will be given weekly updates of attendance high flyers to coordinate wrap-around communication strategies that include: classic telecommunications, constant updating of student contact information, home visits, Full Service referrals, and student counseling. Transparency within the attendance committee will focus on identifying teachers or community members that have rapport with members of the targeted student population. The Attendance Committee will run concurrently with traditional WHS AIT tracking.

Rationale for Evidence-based Strategy Attendance Committee will use SAS in order to analyze average daily attendance, attendance by period, as well as attendance by day. The data will be compiled over time in order to determine if individual students' attendance has improved and what factors were offered and addressed in order to assist the targeted student.

Action Step

Attendance Committee: Dr. S. Richardson, Assistant Principal and Flo Davis, Dean of Students. AIT: Robert Rosales, School Counselor.

Description Full Service Intervention: Danielle Niemela, Clinical Counselor at Family Foundations. The timeline for the project is continuous, however, the committee will meet bi-monthly in order to collate data and include or exclude targeted students.

Strategic Planning Session through outside vendor to assist with attendance strategies and community engagement. The company will meet with leadership team periodically throughout the year to monitor the increase attendance and community engagement events.

Person Responsible Jenifer Raulerson (raulersonj1@duvalschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

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 Schoolwide Improvement Plan 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.

Westside continues to embrace the neighborhood school idea. We strive for Wolverine Nation to take effect and be a school where parents are an integral portion of the team for student success. Parents have had a difficult time, in the past, being seen and heard. Implementing Facebook, Twitter, and Instagram (effective 06/13/2018) Westside will improve communication of events and special things that are occurring. Aside from an increase in communication, Westside High School focuses on the following 3

Westside High School's "Taste of Westside" offers parents the opportunity to address their children's performance one-on-one with administration. Topics include Lexile scores, assessments, curriculum and credits requirements, as well as upcoming events. The events normally start slow at the beginning of the year (October) but build throughout as word of mouth spreads. This year, Westside will have 3 Taste of Westside events as well as one multicultural events.

Additionally, Westside maintains a parent resource room that is primarily used as a place for parents to receive information about upcoming events and find materials that can assist their student with social and academic help. Training for guidance, admin, and front office staff occurred during pre-planning. The parent resource room is advertised through directional signage as well as guidance counselors.

Lastly, Westside High School has created a Community Outreach coalition for local businesses to be more involved in Westside's events. The partnerships formed through Victory Chapel, the Church of Argyle, Jacksonville Federal Credit Union, and Checkers continues, but more meeting/event space will be offered per Duval Counties regulations/insurance parameters. College and Career Day will be expanded to include local and non-local institutions that think outside 4-year college. FAFSA night will continue that helps students become eligible for federal student aid.

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.

Gear Up: Mr. Rogers oversees this discretionary grant program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education. Mr. Rogers has been serving an entire cohort of students beginning in the seventh grade and has followed the cohort through high school. In addition, two classes servicing 400 students have been scheduled to address skills necessary for navigating life and preparing for post secondary life.

Communities in Schools: Ms. Wimberly, coordinator assists struggling students and their families when they have a hard time accessing and navigating the maze of public and private services. Although there are ample resources in a community, many times the teachers and school counselors are unable to connect these resources with the students that need them most. C.I.S.brings community resources into schools to empower success for all students by removing barriers for vulnerable students at risk of dropping out, keeping kids in schools and on the path to graduation and leveraging evidence, relationships and local resources to drive results.

Family Foundations Full Servicing: Danielle Niemela, Clinical Counselor at Family Foundations is present in the school 5 days a week. She collates data and provides targeted students behavior help, individual/family counseling, mentoring, parenting help, after-school tutoring, case management, enrichment activities, medical/health services, and health care enrollment.

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

Orientation, as well as grade level disciplinary meetings, are cohorted by grade level in order to have appropriate conversations that are relative to the particular grade. For instance, freshman and other newly arrived incoming students are given information relevant to becoming acclimated to the rituals and routines of Westside High School. Seniors, on the other hand, are cohorted in order to provide maximum exposure to post secondary plans (FAFSA, military, college, etc) in addition to graduation requirements (credits, GPA, assessments).

In addition, students that are new to Westside High School:

1. Receive the Welcome to Westside handbook.
2. When enrolling into their courses, school counselors are given a script of behavioral expectations for the new students to know.
3. While being given a tour of the school by another student, students are shown around the school and given hints and helpful advice from established, Senior students.
4. Students will receive the Freshman packet, even if they are new students in higher levels.
5. Parents will be given the opportunity to receive guided tours of 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.

Personnel, Instructional, and Curricular:

Students are scheduled based on points away from learning gain. Targeted classrooms have already been identified. Weekly planning sessions will consist of working on standards alignment questioning and use of text (specifically non-fiction). Tier 2 and Tier 3 Remediation - Small group instruction, reading coach and reading interventionist pull outs. Utilization of blended learning platforms with incentives attached to progress of articles towards 40 with 75% or higher on each article. Increase use of sign-post strategies within ELA classrooms, as well as through social studies and ROTC. Academic Enrichment sessions throughout the year targeting specific standards. Sessions will be built on Lexile levels. Create specific framework for IR to include teacher-led instruction on reading skills and, lastly, implement ACE strategy schoolwide."

Federal Resources, namely Title I dollars unattached to PFE, are used to support the struggling students in reading and mathematics through purchasing the salary of a reading coach as well as a math coach. These instructional coaches increase the academic and cognitive lift in almost all classrooms as they

provide professional development throughout the school in addition to pull-out resources and Tier II interventions.

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

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