Orange County Public Schools

Westridge Middle

2019-20 Schoolwide Improvement Plan

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Westridge Middle

3800 W OAK RIDGE RD, Orlando, FL 32809

https://westridgems.ocps.net/

Demographics

Principal: Nicole Jefferson

Start Date for this Principal: 7/11/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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 White Students* Economically Disadvantaged Students
School Grades History	2018-19: C (43%) 2017-18: D (39%) 2016-17: C (42%) 2015-16: C (45%) 2014-15: D (35%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

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

School Board Approval

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

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

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	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	98%

School Grades History

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

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SIP Authority

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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.

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement.

To be the top producer of successful students in the nation

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
Turner, Matthew	Principal	Mr. Turner will monitor the roles and responsibilities of all staff members in order to ensure appropriate implementation of and adherence to the school improvement plan areas of focus. As a result of an analysis of school-grade data components, Mr. Turner will progress monitor school-wide student learning and teacher effectiveness related to identified Areas of Focus.
Flynn, Timothy	Assistant Principal	Mr. Flynn will monitor student learning trends in all content areas through an active adoption of academic and academic systems within the multi-tiered systems of support (MTSS) framework. Mr. Flynn will progress monitor student learning and teacher effectiveness in the seventh grade.
West, Kanishia	Instructional Coach	Ms. West will specifically support mathematics teachers with an intense focus on pedagogical practice, lesson-planning, data-analysis, differentiation of instruction, collaborative learning structures, and student engagement strategies. Ms. West will be responsible for monitoring and supporting student achievement and learning gains in mathematics.
Haan, Destiny	Assistant Principal	Ms. Haan will monitor student engagement and student discipline through an active adoption of behavioral and academic systems within the multi-tiered systems of support (MTSS) framework. Ms. Haan will progress monitor student learning and teacher effectiveness in the sixth grade.
Harper, Sarah	Instructional Coach	Ms. Harper will support all teachers with an intense focus on pedagogical practice. Ms. Harper will specifically focus support with lesson-planning, data-analysis, differentiation of instruction, collaborative learning structures, and student engagement strategies with first and second year teachers. Ms. Harper will be responsible for monitoring and supporting student achievement and learning gains in english language arts.
Vitulli, Emilio	Assistant Principal	Mr. Vitulli will monitor student engagement and student-discipline through an active adoption of behavioral and academic systems within the multi-tiered systems of support (MTSS) framework. Mr. Vitulli will progress monitor student learning and teacher effectiveness in the eighth grade.
Schneider, Ashley	Instructional Coach	Ms. Schneider will specifically support science and Civics teachers with an intense focus on pedagogical practice, lesson-planning, data-analysis, differentiation of instruction, collaborative learning structures, and student engagement strategies. Ms. Schneider will be responsible for student achievement in Civics and science.

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	471	460	449	0	0	0	0	1380
Attendance below 90 percent	0	0	0	0	0	0	60	87	102	0	0	0	0	249
One or more suspensions	0	0	0	0	0	0	20	27	47	0	0	0	0	94
Course failure in ELA or Math	0	0	0	0	0	0	255	121	213	0	0	0	0	589
Level 1 on statewide assessment	0	0	0	0	0	0	213	301	244	0	0	0	0	758

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	166	153	182	0	0	0	0	501

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	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)
73

Date this data was collected or last updated
Thursday 7/11/2019

Prior Year - 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	0	0	0	0	0	0	86	80	95	0	0	0	0	261
One or more suspensions	0	0	0	0	0	0	127	87	107	0	0	0	0	321
Course failure in ELA or Math	0	0	0	0	0	0	201	215	228	0	0	0	0	644
Level 1 on statewide assessment	0	0	0	0	0	0	271	262	242	0	0	0	0	775

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	210	204	224	0	0	0	0	638

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	86	80	95	0	0	0	0	261
One or more suspensions	0	0	0	0	0	0	127	87	107	0	0	0	0	321
Course failure in ELA or Math	0	0	0	0	0	0	201	215	228	0	0	0	0	644
Level 1 on statewide assessment	0	0	0	0	0	0	271	262	242	0	0	0	0	775

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	210	204	224	0	0	0	0	638

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	31%	52%	54%	33%	52%	52%
ELA Learning Gains	42%	52%	54%	40%	53%	54%
ELA Lowest 25th Percentile	39%	45%	47%	32%	42%	44%
Math Achievement	35%	55%	58%	35%	53%	56%
Math Learning Gains	45%	55%	57%	46%	55%	57%
Math Lowest 25th Percentile	46%	50%	51%	40%	48%	50%
Science Achievement	29%	51%	51%	27%	49%	50%
Social Studies Achievement	43%	67%	72%	55%	67%	70%

EWS Indicators as Input Earlier in the Survey				
Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	471 (0)	460 (0)	449 (0)	1380 (0)
Attendance below 90 percent	60 (86)	87 (80)	102 (95)	249 (261)
One or more suspensions	20 (127)	27 (87)	47 (107)	94 (321)
Course failure in ELA or Math	255 (201)	121 (215)	213 (228)	589 (644)
Level 1 on statewide assessment	213 (271)	301 (262)	244 (242)	758 (775)

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
06	2019	33%	52%	-19%	54%	-21%
	2018	25%	48%	-23%	52%	-27%
Same Grade Comparison		8%				
Cohort Comparison						
07	2019	21%	48%	-27%	52%	-31%
	2018	27%	48%	-21%	51%	-24%
Same Grade Comparison		-6%				
Cohort Comparison		-4%				
08	2019	29%	54%	-25%	56%	-27%
	2018	28%	55%	-27%	58%	-30%
Same Grade Comparison		1%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	33%	43%	-10%	55%	-22%
	2018	15%	35%	-20%	52%	-37%
Same Grade Comparison		18%				
Cohort Comparison						
07	2019	19%	49%	-30%	54%	-35%
	2018	28%	51%	-23%	54%	-26%
Same Grade Comparison		-9%				
Cohort Comparison		4%				
08	2019	17%	36%	-19%	46%	-29%
	2018	5%	32%	-27%	45%	-40%
Same Grade Comparison		12%				
Cohort Comparison		-11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	25%	49%	-24%	48%	-23%
	2018	28%	49%	-21%	50%	-22%
Same Grade Comparison		-3%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	39%	66%	-27%	71%	-32%
2018	49%	66%	-17%	71%	-22%
Compare		-10%			

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	84%	63%	21%	61%	23%
2018	59%	61%	-2%	62%	-3%
Compare		25%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	91%	53%	38%	57%	34%
2018	83%	65%	18%	56%	27%
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	6	27	22	12	36	39	16	13			
ELL	20	39	39	28	40	42	16	30	76		
ASN	63	58		74	58				100		
BLK	32	43	36	33	43	45	27	43	80		
HSP	28	41	42	35	46	45	27	40	81		
WHT	37	38		41	54						
FRL	30	42	43	35	45	50	29	43	78		

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	5	15	18	12	27	24	3	22			
ELL	13	31	32	16	26	29	15	39	57		
ASN	67	43		62	57				82		
BLK	29	38	36	28	34	37	28	59	57		
HSP	30	35	31	29	35	31	36	53	66		
WHT	35	31		47	53						

| 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	30	37	35	29	34	34	34	57	61		
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	6	25	23	4	32	32	10	19			
ELL	13	27	27	21	39	39	7	36	61		
ASN	88	74		88	74						
BLK	32	39	34	32	47	40	24	54	64		
HSP	29	39	31	34	43	40	24	55	72		
WHT	37	28		44	44						
FRL	33	40	32	35	46	40	27	55	70		

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)	TS&I
OVERALL Federal Index – All Students	44
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	49
Total Points Earned for the Federal Index	440
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	23
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	71
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	43
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	44
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	43
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	44
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.

The data component that demonstrated the lowest performance in the 2018-2019 school year was achievement on the Statewide Science Assessment. Following a six point increase in the 2017-2018 school year, achievement levels dropped four points to 29% demonstrating achievement. The leading factor contributing to this performance is teacher turnover and inconsistency on the 8th grade science team. One teacher from the 2017-2018 school year returned to 8th grade science and resigned half-way through the 2018-2019 school year.

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

The data component that showed the greatest decline was achievement in Social Studies as assessed by the Civics End of Course assessment. Achievement in Social Studies had trended positively over the previous three school years, showing an aggregate increase of 14 points. Teacher turnover and a team of teachers new to the content area likely contributed to the decrease in performance during the 2018-2019 school year.

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.

The data component that demonstrated the greatest gap when compared to the state average was achievement in Social Studies. Teacher turnover and a team of teachers new to the content area likely contributed to the gap when compared to the state average for the 2018-2019 school year.

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

The data component that showed the most improvement was mathematics learning gains for the lowest quartile. A new mathematics coach was hired to support teacher development. Additionally, sections of intensive mathematics were reintroduced as an intervention course for students struggling in mathematics. All intensive mathematics classes were blocked purposefully with their corresponding grade-level mathematics class and instructed by the same teacher.

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

While the early warning systems indicator shows 514 students who scored a level 1 on the ELA FSA or the mathematics FSA, the area of most concern is the number of students scoring a level 1 on both the ELA FSA and mathematics FSA. For the 2018-2019 FSA, 425 students scored a level 1 on both assessments.

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

1. Federal Index for Students with Disabilities, English Language Learners, Black/African American Students, Hispanic Students, and Economically Disadvantaged Students
2. Social Studies Achievement

    3. Science Achievement
    4. Learning Gains in English-Language Arts
    5. Learning Gains in Mathematics

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	School-grade trends revealed a need for a school-wide focus on learning gains and achievement in science and social studies in order to improve learning for all subgroups of students.
Rationale	School-grade trends revealed a need for a school-wide focus on all content areas in order to improve learning for all subgroups of students
State the measurable outcome the school plans to achieve	Westridge Middle School will improve upon the school letter grade of "C" in the 2019-20 school year by attaining the following content-specific outcomes: Student learning gains in ELA will increase by 10 points from 42% of students earning a learning gain to 52% of students. Student learning gains in ELA in the bottom-quartile will increase by 10 points from 39% of students earning a learning gain to 49% of students. Student learning gains in mathematics will increase by 10 points from 45% of students earning a learning gain to 55% of students. Student learning gains in mathematics in the bottom-quartile will increase by 10 points from 46% of students earning a learning gain to 56% of students. Student achievement in science will increase by 6 points from 29% proficient to 35% proficient. Student achievement in social studies will increase by 13 points from 43% proficient to 53% proficient.
Person responsible for monitoring outcome	Matthew Turner (matthew.turner@ocps.net)
Evidence-based Strategy	1. Students will systematically engage in processing content in Civics and 8th grade science to generate conclusions through collaborative interactions with other students. 2. Students interact in small groups and utilize effective conative skills necessary for collaboration to practice and deepen knowledge.
Rationale for Evidence-based Strategy	1. In order for effective student construction of meaning to occur, learners must be actively engaged in the processing of information through a teaching and learning process that involves an interaction among the teacher, the students, and the content. 2. Students use of conative skills necessary for understanding and interacting with others allows students to strategically extend learning by enhancing procedural skills and deepening knowledge
Action Step	
Description	1. Administrative team will develop and retain a highly qualified instructional coaching team in order to directly support teacher development and student learning in all content areas. 2. Assistant Principal and instructional coaches will target groups of students based on performance on prior year assessments as well as progress monitoring and diagnostic

assessment data throughout the year to intentionally provide students additional instruction in the form of a dedicated course in the students schedule and saturday school. This action step will recur throughout the year to provide specific sub-group support to those students lagging behind their peers.

3. School-based leadership team will regularly provide focused generative non-evaluative feedback to teachers in order to support student learning in all content areas.

4. School-based leadership team will regularly monitor instructional trends and actively provide support and professional learning in order to address observed needs.

5. DPLC Team will support staff with the implementation of close reading and text-dependent questioning strategies learned at district trainings.

Person Responsible   Matthew Turner (matthew.turner@ocps.net)

#2	
Title	Staff understanding of cultural awareness, including social-emotional awareness, will improve by engaging in a series of culturally responsive learning opportunities in order to improve the relationship among the school, students, and the community.
Rationale	While improvement was made from the 2017-2018 school year to the 2018-2019 school year, school climate survey results and trends continue to reveal a need for a focus on developing staff understanding and capacity within culturally responsive frameworks in order to improve the educative experience for all subgroups of students.

State the measurable outcome the school plans to achieve	Attendance percentages will continue to increase from 94.4% in 2018-2019 to 95% 2019-2020. Student school climate survey results will increase from 3.53 in 2018-2019 to 4.0 in 2019-2020. Parent school climate survey results will increase from 4.09 in 2018-2019 to 4.50 in 2019-2020. Staff school climate survey results will increase from 3.78 in 2018-2019 to 4.50 in 2019-2020.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	1. Build up our system of interpretation and communication of information that is shared between stakeholders to collaboratively design and implement educational programs. 2. Student course options in performing and visual arts, technology, career and technical education, as well as world languages will be expanded.
Rationale for Evidence-based Strategy	1. Culturally responsive educators must understand the purpose of the school and help key stakeholders understand how they can support the school and their child's learning. 2. Having more flexibility in scheduling will allow students to develop a sense of connectedness with the school which can support student learning.

Action Step	
Description	1. School-based leadership team will provide training and support to teachers on strategies to authentically engage students in learning tasks. 2. Teachers will actively implement strategies and awarenesses developed from culturally responsive professional learning. 3. Principal will hire support personnel purposed with providing additional layers of academic and social/emotional counseling at each grade-level. 4. School-leadership will continually develop teacher capacity to remain objective and controlled within the learning environment. 5. School-leadership will monitor teacher expectations and relationships with all students.
Person Responsible	Matthew Turner (matthew.turner@ocps.net)

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).

Additional schoolwide improvement priorities will be addressed through focused generative non-evaluative feedback to teachers in order to support student learning in all content areas. Systems and

structures put in place during the previous school year to address schoolwide academic and cultural needs will continue to be present during the 2019-2020 school year.

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.

Westridge Middle School will build positive relationships with parents, families, and other community stakeholders through the implementation of a variety of initiatives. Westridge Middle School will host a series of events purposefully aimed at connecting parents and the community to the educative process. Prior to the start of school, parents and students will be able to attend two separate events to obtain a digital device and their class schedule respectively. Parents and students will have access to information about important stakeholders at the school and opportunities Westridge offers. One community focused event will be hosted each semester of the 2018-2019 school year: Open House and Community Curriculum Night. Both of these events will support a partnership among the school, parents, and the community.

Westridge Middle School will host a series of Parent Teacher Association and School Advisory Council meetings each month throughout the school year in order to encourage and ensure active involvement of the parent voice in the direction of the school. Westridge Middle School will also develop more partners in education throughout the community with the purpose of providing students a direct connection between their school and their community.

Westridge Middle School will actively maintain communication with parents and the community through the introduction of a monthly newsletter and other vehicles of communication shared with parents and the community via the parent pick-up line, routine phone calls home, and social media.

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.

Westridge Middle School leadership team will emphasize a culture of counseling and mentoring for all students. The leadership team will be facilitated by the Principal and supported by grade-level teams comprised by an Assistant Principal, a School Counselor, a Dean, and a grade-level mentor. Additional staff will be present to provide counseling services to students including a SAFE Coordinator and School Resource Officer. An itinerant mental health counselor and school social worker will also be available to provide additional layers of counseling and social-emotional support to students.

During the 2019-2020 school year, Restorative Justice (RJ) practices will continue to be incorporated in the school-wide discipline plan in an effort to support a culture of counseling while concurrently reducing the number of out-of-school suspensions. In addition, daily RJ sessions will take place in the Positive Alternative to Student Suspension (PASS) program facilitated by the PASS coordinator, a counselor, and vested members of the relevant grade-level leadership team(s).

School counselors will maintain regular student-clients based on early-warning signs of academic and social-emotional struggle and engage students in goal-oriented counseling sessions tied to academic development supported with a social-emotional focus. Students who are suspended from school will meet regularly with their grade-level counselor in order to develop conflict resolution and decision making strategies.

All teachers will receive training and guidance in identifying students who are in need of social-emotional support and maintain regular communication with the relevant grade-level leadership team in order to ensure that students are receiving appropriate social-emotional supports.

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

In May of each school year, school visits are scheduled with feeder elementary schools. The purpose of these visits is to orient students to the middle school environment, discuss class offerings, student involvement opportunities, and student scheduling. In addition, all incoming sixth grade students visit Westridge Middle School to learn about the school and participate in school tours led by current students. Westridge is also visited annually near the end of the school year by the high schools it feeds into. This is to prepare Westridge students for high school by introducing them to academic and extracurricular opportunities at the high school level and allowing them to prepare their schedules for the upcoming school year.

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 instructional leadership team will meet bi-weekly to review multi-tiered systems of support to determine needs of individual students. Student achievement and discipline data will be disaggregated and reviewed to identify students in need of specifically tiered academic and behavioral systems of support. Specific interventions for each tier of support will be identified and assigned to students. This information will be made available with all interested stakeholders.

The school will continue to receive support from district level MTSS administrators and coaches. The continued coaching will help to ensure that academic and behavior systems within the MTSS framework are working effectively to meet the needs of all students and that timely interventions are in place to support learning throughout the school.

Teachers will meet routinely with the express purpose of reviewing student performance on progress monitoring activities and common assessments to appropriately group students for forthcoming units of study. This process will be guided by the instructional leadership team.

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

Westridge Middle School promotes academic and career planning through the scheduling of students in appropriately rigorous coursework to support student matriculation toward postsecondary opportunity. Westridge Middle School has established partnerships with local state universities and schools in the state college system. Additionally, Westridge Middle School also maintains a connection to a local technical college. Students at all grade levels participate in field trips to visit and learn about these institutions.

Students have opportunities to be exposed to and develop skills in digital information technology and digital video production through course offerings and progressions at Westridge Middle School. Project Lead the Way (PLTW) will continue to provide students exposure to career options in STEM fields. The PLTW course progression will expose students to curriculums in the medical, aeronautics, engineering, forensic, and design fields. PLTW offers rigorous course options which prepare students for Advanced Placement STEM courses when they enter high school.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	**Areas of Focus: School-grade trends revealed a need for a school-wide focus on learning gains and achievement in science and social studies in order to improve learning for all subgroups of students.**	$0.00
2	III.A.	**Areas of Focus: Staff understanding of cultural awareness, including social-emotional awareness, will improve by engaging in a series of culturally responsive learning opportunities in order to improve the relationship among the school, students, and the community.**	$0.00
		Total:	$0.00