Westside Elementary School

2019-20 Schoolwide Improvement Plan

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Westside Elementary School

5400 APPLEGATE DR, Spring Hill, FL 34606

https://www.hernandoschools.org/wes

Demographics

Principal: Kristina Stratton

Start Date for this Principal: 7/24/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
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* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: A (63%) 2016-17: B (59%) 2015-16: B (58%) 2014-15: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 Hernando 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)
Elementary School PK-5	Yes	100%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	38%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	A	B	B

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SIP Authority

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The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Every student, every day!

School Leadership Team

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

Name	Title	Job Duties and Responsibilities
Stratton, Kristina	Principal	The School Based Leadership Team meets every two weeks to review data, discuss trends, and vertically plan using formative assessment data.
Mercer, Brenda	Other	
Baeza , Cheryl	Teacher, K-12	
Howard, Amy	Teacher, K-12	
Urban, Donna	Teacher, K-12	
Boysel, Adrienne	Teacher, K-12	
Kublick, Dana	Assistant Principal	
Ferro, Christine	Teacher, ESE	
Rado, Jennifer	Teacher, K-12	
LaPlatney, Deana	School Counselor	
Stanina, Nicole	Attendance/ Social Work	
Dasilva-Serrano, Brittney	Teacher, K-12	
Deets, Tina	Teacher, K-12	

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	104	90	95	120	93	111	0	0	0	0	0	0	0	613
Attendance below 90 percent	9	11	12	9	8	9	0	0	0	0	0	0	0	58
One or more suspensions	1	3	1	1	4	4	0	0	0	0	0	0	0	14
Course failure in ELA or Math	10	4	6	1	1	1	0	0	0	0	0	0	0	23
Level 1 on statewide assessment	0	0	0	18	25	22	0	0	0	0	0	0	0	65

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	1	4	3	3	4	4	0	0	0	0	0	0	0	19

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	4	0	5	5	1	1	0	0	0	0	0	0	0	16
Students retained two or more times	0	0	0	1	0	0	0	0	0	0	0	0	0	1

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

42

Date this data was collected or last updated

Wednesday 8/21/2019

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

The number of students 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	1	0	2	0	2	0	0	0	0	0	0	0	0	5

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

The number of students 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	1	0	2	0	2	0	0	0	0	0	0	0	0	5

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	56%	54%	57%	55%	54%	55%
ELA Learning Gains	62%	53%	58%	58%	54%	57%
ELA Lowest 25th Percentile	67%	52%	53%	56%	54%	52%
Math Achievement	64%	58%	63%	71%	63%	61%
Math Learning Gains	52%	57%	62%	62%	58%	61%
Math Lowest 25th Percentile	56%	48%	51%	56%	50%	51%
Science Achievement	66%	54%	53%	56%	54%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	104 (0)	90 (0)	95 (0)	120 (0)	93 (0)	111 (0)	613 (0)
Attendance below 90 percent	9 (13)	11 (26)	12 (28)	9 (31)	8 (21)	9 (23)	58 (142)
One or more suspensions	1 (1)	3 (1)	1 (0)	1 (2)	4 (0)	4 (1)	14 (5)
Course failure in ELA or Math	10 (9)	4 (4)	6 (6)	1 (1)	1 (2)	1 (2)	23 (24)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	18 (13)	25 (24)	22 (3)	65 (40)

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
03	2019	54%	57%	-3%	58%	-4%
	2018	55%	62%	-7%	57%	-2%
Same Grade Comparison	-1%					
Cohort Comparison						
04	2019	53%	59%	-6%	58%	-5%
	2018	52%	53%	-1%	56%	-4%
Same Grade Comparison	1%					
Cohort Comparison	-2%					
05	2019	57%	52%	5%	56%	1%
	2018	67%	53%	14%	55%	12%
Same Grade Comparison	-10%					
Cohort Comparison	5%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	69%	62%	7%	62%	7%
	2018	70%	67%	3%	62%	8%
Same Grade Comparison	-1%					
Cohort Comparison						
04	2019	53%	62%	-9%	64%	-11%
	2018	70%	60%	10%	62%	8%
Same Grade Comparison	-17%					
Cohort Comparison	-17%					
05	2019	62%	54%	8%	60%	2%
	2018	82%	56%	26%	61%	21%
Same Grade Comparison	-20%					
Cohort Comparison	-8%					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	64%	55%	9%	53%	11%
	2018	73%	56%	17%	55%	18%
Same Grade Comparison	-9%					
Cohort Comparison						

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	41	53	60	41	56	53	64				
ELL	27			36							
BLK	42	53		58	60		50				
HSP	41	65	80	49	48	60	46				
MUL	63			59							
WHT	62	64	67	70	52	59	73				
FRL	52	60	68	58	51	53	64				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	31	50	59	51	50	50	18				
BLK	44	52	40	68	54	55	50				
HSP	54	70	75	76	70	83	64				
MUL	62			75							
WHT	65	55	44	80	69	40	81				
FRL	54	52	49	76	61	57	69				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	22	42	42	33	43	53	31				
ELL	17			38							
BLK	41	65		59	60						
HSP	42	55		59	48		8				
MUL	75			92							
WHT	59	56	56	74	64	61	65				
FRL	53	59	57	70	62	58	54				

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	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	423
Total Components for the Federal Index	7

ESSA Federal Index	
Percent Tested	100%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	53
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	32
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	
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	53
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	56
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	61
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	64
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	58
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.

FSA Math learning gains (52%) had the lowest performance, a decline of 6% from the prior year. Westside Elementary had an increase of transfer students during 2018 - 2019.

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

FSA Math percent proficient (64%) showed the greatest decline of 13% from the prior year. We had an increase of transient students during 2018 - 2019.

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.

FSA Math learning gains (52%) has the greatest gap when compared to the state average (62%). Westside Elementary had an increase of transient students during 2018 - 2019.

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

FSA ELA learning gains showed an increase of 16% in 2019. (2019: 67%; 2018 51%) We increased the number of MTSS groups providing small group ELA intstruction. In addition, we offered Reading instruction for our third graders during Specials.

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

Decrease the number of students receiving a level 1 on FSA ELA and Math

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

1. Reading proficiency
2. Improve comprehension reading strategies
3. ELA learning gains
4. Math learning gains
5. ELL - ESSA Subgroup (2019 ELL Federal Index Percent: 32%)

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Teachers will collaboratively plan and deliver rigorous standards-based lessons, infused with technology and active reading strategies, which will increase student engagement across all core academic areas.
Rationale	When reviewing historical data, our overall reading and math proficiency have not increased. When analyzing in comparison to the state and district, Westside (reading: 2018-59% 2019-56%; math: 2018-77% 2019-64%) is below the state average. Our ESOL subgroup performed below the ESSA Federal Percent of Point Index (2019-32%).
State the measurable outcome the school plans to achieve	To increase our overall ELA proficiency and the percentage of students making learning gains on FSA in our overall learning gains category and bottom quartile category in grades 4 and 5. Increase the percentage of students who achieve learning gain targets in iReady reading and math for grades K-3.
Person responsible for monitoring outcome	Kristina Stratton (stratton_k@hcsb.k12.fl.us)
Evidence-based Strategy	Delivering professional development will improve teachers' knowledge of best practices in all core subjects to include active reading strategies. Teachers will provide reading and math interventions to students based on iReady diagnostic data.
Rationale for Evidence-based Strategy	There are new teachers and changes to teams have been made, so professional development on delivering rigorous, standards-based lessons infused with technology and active reading strategies are necessary for success.
Action Step	
Description	1. Lesson plans will include specific reading strategies 2. Lesson plans will include standards-based questions 3. Collaborative lesson planning through PLC in addition to SWAP and built-in planning time 4. Students will use iReady LAFS books as a resource to supplement and connect to the standards 5. MTSS interventions will make connections to tier I instruction by including core text and strategies 6. Students will use the iReady program for a minimum of 45 minutes per week 7. Kindergarten, 1st grade and 3rd grade ELA teachers will complete LETRS Training 8. Provide opportunity for students to receive additional support in core subjects through extended day learning 9. Administration will monitor lesson plans, PLCs, perform classroom walkthroughs, and monitor data
Person Responsible	Kristina Stratton (stratton_k@hcsb.k12.fl.us)

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 Elementary collaborates with local businesses and organizations including Boys & Girls Club, Brain Freeze, Boy Scouts, and the WES PTO to host events throughout the year. Westside Elementary offers a variety of flexible parent meetings throughout the year including the Annual Title I Meeting, monthly School Advisory Council meetings and Title I Workshops, Open House, and Literacy Week Family Night. Westside has built partnerships with Boys & Girls Club, JC Penney, Tropic Shores Realty, Auntie Anne's Pretzels, Publix, Wal-Mart, Hernando County Library, Brain Freeze, Pizza Hut, Dunkin Donuts, Premier Dental mobile dental unit, Big Bear Counseling, Operation HeartFELT, Florida Tropics Realty, Great Clips, Millian-Aire Enterprises, Inc., Now Promotions, Tires Plus, Twitee Treat, Sakura, Shuayb Dental, First Hernando Soccer, Elkin Peck, Suncoast Braces, HOM Church, Lil Teeth by Oloph, State Fam, and Sweet Frog. These local businesses and community members attend our Title I Annual Meeting and other family events, as well as provide resources to parents during school events and supplies to students. Members of the community and local businesses are invited to become members of our School Advisory Committee. By attending events and providing resources and supplies for students and families, our local community and business partners are an integral part of the success of these events. They are able to provide support to our school in our area of needs for student achievement.

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Behavior contracts are developed for students who need additional support. Social skills and support groups will be formed as issues arise. Students requiring tiers of behavior support will be placed in a Tiger Club dedicated to instruction and practice in mindfulness. Classroom visits, targeted lessons about the harmful effects of bullying and lessons to encourage the "PAWS"itive behaviors are offered to all students. Exemplary students are chosen to serve on the Safety Patrol and have the opportunity to demonstrate leadership skills and mentor students as positive role models. Parents participate in problem-solving meetings and provide input on the development of behavior interventions. Westside Elementary School has a full time and part-time social worker that will work with students individually or in small group settings depending on their needs.

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

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

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

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

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

Students engage in community projects and assist in our Food and Clothing Pantry. Our Tiger Club initiative is meant to expose students to extracurricular activities and hobbies that may lead to future careers. Fourth and fifth-grade students have the opportunity to be a part of the student council and serve as student delegates. Fourth and fifth-grade students have the opportunity to participate in CAPE digital tools to earn certification.