

Duval County Public Schools

Westside High School



2020-21 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	14
Planning for Improvement	19
Positive Culture & Environment	22
Budget to Support Goals	0

Westside High School

5530 FIRESTONE RD, Jacksonville, FL 32244

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

Demographics

Principal: Vincent Foster

Start Date for this Principal: 7/1/2020

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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2019-20 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%)
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 is pending approval by the Duval 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.

Table of Contents

Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	14
Planning for Improvement	19
Title I Requirements	0
Budget to Support Goals	0

Westside High School

5530 FIRESTONE RD, Jacksonville, FL 32244

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

School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 9-12</p>	<p>2019-20 Title I School</p> <p style="text-align: center;">Yes</p>	<p>2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">100%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">K-12 General Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">85%</p>

School Grades History

Year	2019-20	2018-19	2017-18	2016-17
Grade	C	C	C	C

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Westside High School is committed to increasing student achievement through high quality standards based instruction, modeling integrity, and preparation for post secondary learning and experiences, for each student, in every classroom, daily.

Provide the school's vision statement.

Each student will complete their high school experience with an ideal career plan, to include a post-secondary focus of study or vocational track in their career of choice, in order to become productive citizens.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Goodwin, Jamelle	Principal	<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>12TH GRADE ADMINISTRATOR</p> <p>SCHOOL ADVISORY COUNSEL (SAC) ACTIVITIES TEAM - GRADUATION PAYROLL/LEAVE BUDGET ATHLETICS BOARD OF CHAIRS</p>
		<p>LATE DAY - TUESDAY CELL PHONE - 904-888-6986</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 Clerk, Bookkeeper PARA CSS (9)</p>
Berahzer, Cindy	Assistant Principal	<p>TEAM ADMINISTRATOR</p> <p>ACADEMIC LEADERSHIP TEAM SCHOOL COUNSELING TEAM ADMIN CABINET TEAM MTSS TEAM</p> <p>ADMINISTRATIVE ROLES & RESPONSIBILITIES 9TH GRADE ASSISTANT PRINCIPAL</p> <p>REPORT CARDS & PROGRESS REPORTS</p>

Name	Title	Job Duties and Responsibilities
		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 CAST ADMINISTRATOR MATH & MATH COACH (17) SLS (1) SCHOOL COUNSELORS (4) ESE LEAD & VE (5) 9TH GR TRANSITION (2) UOPD CRT, Guidance Office, Records Clerk

		TEAM ADMINISTRATOR PBIS TEAM PROFESSIONAL DEVELOPMENT TEAM ACADEMIC LEADERSHIP TEAM ADMIN CABINET TEAM 11TH GRADE ADMIN ADMINISTRATIVE ROLES & RESPONSIBILITIES FACILITIES - GCA TEACHER OF THE YEAR SCHOOL RESOURCES/ BUILDING FUNCTIONS MANAGER TEXTBOOK MANAGER CHARTWELLS SREOY LATE DAY - WEDNESDAY CELL PHONE - 904-207-3814 CAST ADMINISTRATOR SOCIAL STUDIES (8) IT CTE (2)
Durkin, Timothy	Assistant Principal	

Name	Title	Job Duties and Responsibilities
		HOPE / PE (4) PERFORMING / FINE ARTS/JOURNALISM (5) CSS (11) UOPD Security Guards PARA ESOL (3) ISSP
Richardson, Stephen	Assistant Principal	TEAM ADMINISTRATOR EMERGENCY MANAGEMENT TECHNOLOGY TEAM ACADEMIC LEADERSHIP TEAM ATTENDANCE TEAM TRUANCY TEAM ADMIN CABINET TEAM 10TH GRADE ADMIN ADMINISTRATIVE ROLES & RESPONSIBILITIES TESTING ADMINISTRATOR WELLNESS AMBASSADOR TITLE I / PARENT INVOLVEMENT TECHNOLOGY ADMINISTRATOR TRANSPORTATION EMERGENCY CRISIS TEAM LEAD / BLACK BOX LATE DAY - THURSDAY CELL PHONE - 904-566-3256 CAST ADMINISTRATOR SCIENCE (8) NJROTC & LEADERSHIP (4) WORLD LANGUAGES (4) UOPD HOA - Randall, Mickler PARA ESE/SFP (5)

Name	Title	Job Duties and Responsibilities
Bunche-King, Mykeshia	Instructional Coach	MATH COACH- SUPPORT FOR ALL MATH INSTRUCTION PLC / COMMON PLANNING PLC AGENDAS CONTENT BOOKS PERT TESTING SCHOOL IMPROVEMENT TEAM MEMBER
Colson, Kalynda	Instructional Coach	READING/ LANGUAGE ARTS SUPPORT PLC / COMMON PLANNING PLC AGENDAS CONTENT BOOKS PERT TESTING SCHOOL IMPROVEMENT TEAM MEMBER PMA TESTING

Demographic Information

Principal start date

Wednesday 7/1/2020, Vincent Foster

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

0

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

13

Total number of teacher positions allocated to the school

77

Demographic Data

2020-21 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
2019-20 Title I School	Yes
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%

<p>2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)</p>	<p>Students With Disabilities English Language Learners* Asian Students* Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students</p>
<p>School Grades History</p>	<p>2018-19: C (49%) 2017-18: C (52%) 2016-17: C (48%) 2015-16: C (49%)</p>
<p>2019-20 School Improvement (SI) Information*</p>	
<p>SI Region</p>	<p>Northeast</p>
<p>Regional Executive Director</p>	<p>Cassandra Brusca</p>
<p>Turnaround Option/Cycle</p>	<p>N/A</p>
<p>Year</p>	
<p>Support Tier</p>	
<p>ESSA Status</p>	<p>N/A</p>
<p>* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.</p>	

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	515	420	302	316	1553
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	169	198	148	515
One or more suspensions	0	0	0	0	0	0	0	0	0	0	105	84	56	49	294
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	41	93	40	2	176
Course failure in Math	0	0	0	0	0	0	0	0	0	0	115	63	41	14	233
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on 2019 statewide Math assessment	0	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	232	186	160	105	683

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	35	106	36	9	186
Students retained two or more times	0	0	0	0	0	0	0	0	0	68	87	43	49	247

Date this data was collected or last updated

Tuesday 9/22/2020

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	
Number of students enrolled	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	34	46	30	22	132
One or more suspensions	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	
Level 1 on statewide assessment	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	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	47	70	47	164
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	2	6	8

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		
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

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	
	(0)	(0)	(0)	(0)	0 (0)

Grade Level Data

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

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
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
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%	0

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%	0

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%	0

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%	0

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%	0

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%	0
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%	0
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%	0
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%	0
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%	0

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.

As schools did not conduct state testing in Spring of 2020 due the global pandemic, the 2019 data is being used to determine areas of focus. The data component with the lowest performance would have been the 9th grade Reading proficiency, which declined approximately 5% points. This is currently the 11th grade population, and currently the lowest performing cohort within the building. Factors attributed to the decline may have been change in Leadership, which also resulted in teacher changes.

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

The 2019 Math LPQ data declined 15 percentage points from the 2018 data. Factors attributed to the decline may have been change in Leadership, which also resulted in teacher changes.

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.

In 2019, the Math LPQ component had the greatest gap when compared to the state average, with a 15% decline in data. The contributing factors include lack of standards aligned lessons, and activities for students did not allow students to practice or preform at the level of the standard.

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

No one area showed more substantial growth than another. If data components did not decline during the 2019 year, the data maintained or moved slightly by no more than 3% points.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

The potential area of concern would be the number of students who have been retained due to ELA or Math class performance. The population impacted the greatest is 18-19 cohort, currently the 11th grade students with in the building. Additionally the number of suspensions is concerning, as suspensions impact attendance and student learning opportunities.

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

1. decrease the amount of suspensions in specific subgroups
2. increase the level of instruction in all content classes, through standards based instruction to meet grade level proficiency
3. decrease the amounts of students receiving failing grades in math subjects
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: Implementation of the standard based instruction continuum during PLC and Common Planning will result in more standards aligned instruction in all areas, to increase student achievement. A slight majority of teachers have a strong understanding of standards and the process of the learning arc.

Measurable Outcome: The vast majority of teachers will fully implement the consistent practice of planning standards aligned lessons and deliver standards aligned instruction that includes proper materials and tasks.

Person responsible for monitoring outcome: Timothy Durkin (durkint@duvalschools.org)
All teachers will actively participate and engage in the PLC and Common Planning process which allows:

Evidence-based Strategy: Teachers to identify information which is essential to unpacking the standard for the students, by making the connections needed between common critical elements of the standards.
The teacher understanding of the elements of the standards will increase instruction, and students will engage in full opportunities to demonstrate understanding and perform at proficiency levels of each standard

Rationale for Evidence-based Strategy: As shared in Danielson's Framework for Effective Teaching, as standards include academic language to describe the quality, direction, and complexity of student work, the same academic language is a crucial component of instructional delivery, in order to strengthen student understanding.

Action Steps to Implement

Ensure that all content teachers are actively participating in scheduled bi-weekly PLC meetings, as well as weekly Common Planning meetings. Ensure that effective standard aligned lessons are being developed during Common Planning.

Person Responsible Timothy Durkin (durkint@duvalschools.org)

Implementation of weekly calibration walks with the admin team, to determine the effectiveness of standards aligned instruction, to monitor the instructional delivery based upon lessons developed during common planning.

Person Responsible Jamelle Goodwin (wilcoxj1@duvalschools.org)

Using the Equip Protocol for Analysis of student work during PLC, teachers will determine the misconceptions of students, and where they occurred during instruction. In Common Planning, teachers will use their acquired knowledge to plan lessons that target the common misconceptions and trends determined during the PLC.

Person Responsible Cindy Berahzer (berahzerc1@duvalschools.org)

Determine the needs of teacher groups, and develop plan for differentiated support for groups in classes where the standards are not being taught effectively.

Person Responsible Cindy Berahzer (berahzerc1@duvalschools.org)

#2. Culture & Environment specifically relating to Equity & Diversity

Area of Focus Description and Rationale: With such a diverse population of students, the school's goal is to develop and sustain a culturally responsive environment, to decrease stereotypes and differences between the subgroups of students, and use the diversity of cultures as a learning tool .

Measurable Outcome: Students will understand how to collaborate and be receptive in the communication with the different cultures and backgrounds within their school environment. The number of negative student interactions documented in the school's discipline portal will decrease by 25%, with an increase of participation in social groups and activities by all subgroups.

Person responsible for monitoring outcome: Stephen Richardson (richardsons3@duvalschools.org)

Evidence-based Strategy: According to studies by the Latino Family Literacy Project, "Culturally responsive teachers and schools play an essential role in career preparation. By creating and sustaining a culturally responsive classroom environment, teachers help students learn to collaborate and communicate with the different cultures and backgrounds found in the 21st century work environment both here in the United States and abroad."

Rationale for Evidence-based Strategy:

Action Steps to Implement

Participation in the Student Leadership Violence Prevention program, in partnership with the I'm A Star Foundation to educate students on leadership and mentoring strategies.

Person Responsible Stephen Richardson (richardsons3@duvalschools.org)

Implement culturally responsive instruction, where opportunity permits, as a positive impact on the academic outcomes for minority students.

Person Responsible Cindy Berahzer (berahzerc1@duvalschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

Title I Funds will be utilized to fund additional classroom teachers (Language Arts, Science, Social Studies and Math); a Dean; Reading Interventionist and Math Coach to promote student achievement by providing smaller class sizes and more specialized support across subject areas.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Westside continues to embrace the community in which we service, striving for academic excellence in a cultural responsive manner. Westside welcomes the input, support and feedback from all stakeholders, as we align to be a village for all students. Parents and students may have had a difficult time, in the past, being seen and heard.

Through the use of our Social Media platforms and Parent Messenger system, Westside will seek to improve communication of events, academic opportunities and support resources available to students and stakeholders.

As we work to increase the involvement of stakeholders, Westside would like to implement an instructional rounds process with parents (PTSA) and other stakeholders (SAC), as an opportunity to view and understand the instructional practices implemented to increase student performance.

To sharpen the data lens, Westside High School will continue to implement "Taste of Westside"; this event offers parents the opportunity to address their scholar's performance, in a less intimidating environment with Leadership and teachers. Topics include Lexile scores, district assessment data, curriculum shifts and credits requirements, as well as upcoming events to increase academic performance, and/or post secondary career opportunities. The events will take place twice per year, in late Fall and in Spring prior to the state assessment window.

Additionally, Westside maintains a parent resource room that is primarily used as a place for parents to receive information about upcoming events, job openings and career options and find materials that can assist their student with social and academic help. 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 will continue, as the school networks to increase partnerships with other businesses within the community.

All stakeholders are welcomed to join and participate in the School Advisory Council (SAC) and Parent Teacher Student Associations (PTSA) which host monthly meetings. Meeting times and notices are shared through Parent Messenger, the electronic school marque, Social Media platforms and monthly parent newsletters.

Parent Family and Engagement Plan (PFEP) Link

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