

Hendry County Schools

# Westside Elementary School



## 2020-21 Schoolwide Improvement Plan

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## Table of Contents

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<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Positive Culture &amp; Environment</b>	<b>16</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Westside Elementary School

205 ARROYO AVE, Clewiston, FL 33440

[http://hendry-schools.org/education/school/school.php?sectionid=12&sc\\_id=1171294169](http://hendry-schools.org/education/school/school.php?sectionid=12&sc_id=1171294169)

## Demographics

Principal: Sarah Sanchez

Start Date for this Principal: 7/22/2012

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (48%) 2017-18: C (47%) 2016-17: D (40%) 2015-16: C (48%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## School Board Approval

This plan is pending approval by the Hendry 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](http://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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## Table of Contents

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<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>10</b>
<b>Planning for Improvement</b>	<b>15</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## Westside Elementary School

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### School Demographics

School Type and Grades Served (per MSID File)	2019-20 Title I School	2019-20 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	69%

### School Grades History

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

### School Board Approval

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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 Warriors are Learning and Leading the Warrior Way.

#### Provide the school's vision statement.

Westside Warriors will T.R.I.B.E.

Take initiative

Respect Everyone

Inspire Others

Believe I Can

Excel in All I do

### 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
Busin, Anthony	Principal	School Safety, All employee hiring, School Curriculum, School Facilities, Discipline, DATA tracker, Technology person, MTSS Team member, All School Finances, Parent liaison,
Sweet, Aimee	Assistant Principal	Discipline, MTSS, ESE support, Scheduling, Parent liason

### Demographic Information

#### Principal start date

Sunday 7/22/2012, Sarah Sanchez

**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.*

**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.*

#### Total number of teacher positions allocated to the school

35

#### Demographic Data

<b>2020-21 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2019-20 Title I School</b>	Yes
<b>2019-20 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2019-20 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Black/African American Students Hispanic Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: C (48%) 2017-18: C (47%) 2016-17: D (40%) 2015-16: C (48%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Southwest
<b>Regional Executive Director</b>	
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

## 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	56	76	76	80	85	84	0	0	0	0	0	0	0	457
Attendance below 90 percent	10	14	16	16	17	9	0	0	0	0	0	0	0	82
One or more suspensions	0	1	3	2	0	9	0	0	0	0	0	0	0	15
Course failure in ELA	3	2	8	0	4	2	0	0	0	0	0	0	0	19
Course failure in Math	1	3	5	1	8	1	0	0	0	0	0	0	0	19
Level 1 on 2019 statewide ELA assessment	0	0	0	0	20	23	0	0	0	0	0	0	0	43
Level 1 on 2019 statewide Math assessment	0	0	0	0	26	11	0	0	0	0	0	0	0	37

#### 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	2	3	6	2	24	19	0	0	0	0	0	0	0	56

#### 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	1	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

#### Date this data was collected or last updated

Thursday 5/28/2020

#### 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	88	78	94	101	92	91	0	0	0	0	0	0	0	544
Attendance below 90 percent	34	26	24	20	28	30	0	0	0	0	0	0	0	162
One or more suspensions	0	0	0	2	7	2	0	0	0	0	0	0	0	11
Course failure in ELA or Math	14	5	15	8	9	1	0	0	0	0	0	0	0	52
Level 1 on statewide assessment	0	0	0	32	30	32	0	0	0	0	0	0	0	94

#### 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	7	4	7	12	19	18	0	0	0	0	0	0	0	67

#### 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	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

**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	88	78	94	101	92	91	0	0	0	0	0	0	0	544
Attendance below 90 percent	34	26	24	20	28	30	0	0	0	0	0	0	0	162
One or more suspensions	0	0	0	2	7	2	0	0	0	0	0	0	0	11
Course failure in ELA or Math	14	5	15	8	9	1	0	0	0	0	0	0	0	52
Level 1 on statewide assessment	0	0	0	32	30	32	0	0	0	0	0	0	0	94

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	7	4	7	12	19	18	0	0	0	0	0	0	0	67

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	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

## Part II: Needs Assessment/Analysis

### School Data

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	51%	50%	57%	47%	44%	55%
ELA Learning Gains	53%	54%	58%	46%	48%	57%
ELA Lowest 25th Percentile	37%	50%	53%	43%	45%	52%
Math Achievement	58%	56%	63%	42%	48%	61%
Math Learning Gains	58%	62%	62%	38%	53%	61%
Math Lowest 25th Percentile	38%	45%	51%	29%	44%	51%
Science Achievement	39%	44%	53%	33%	42%	51%

**EWS Indicators as Input Earlier in the Survey**

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	(0)	(0)	(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
03	2019	47%	47%	0%	58%	-11%
	2018	44%	44%	0%	57%	-13%
Same Grade Comparison		3%				
Cohort Comparison						
04	2019	46%	48%	-2%	58%	-12%
	2018	55%	47%	8%	56%	-1%
Same Grade Comparison		-9%				
Cohort Comparison		2%				
05	2019	49%	47%	2%	56%	-7%
	2018	38%	45%	-7%	55%	-17%
Same Grade Comparison		11%				
Cohort Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	53%	52%	1%	62%	-9%
	2018	42%	48%	-6%	62%	-20%
Same Grade Comparison		11%				
Cohort Comparison						
04	2019	69%	57%	12%	64%	5%
	2018	67%	54%	13%	62%	5%
Same Grade Comparison		2%				
Cohort Comparison		27%				
05	2019	40%	53%	-13%	60%	-20%
	2018	38%	54%	-16%	61%	-23%
Same Grade Comparison		2%				
Cohort Comparison		-27%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	37%	41%	-4%	53%	-16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	33%	43%	-10%	55%	-22%
Same Grade Comparison		4%				
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	38	33		42	31		27				
ELL	39	35	30	44	51	35	27				
BLK	53	55		60	58		33				
HSP	44	44	33	55	52	30	35				
WHT	61	75		61	75						
FRL	45	47	33	54	56	38	30				
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	27	32	17	26	40	25	15				
ELL	31	35	29	32	52	47	36				
BLK	45	57		47	61	54	24				
HSP	48	55	46	51	60	43	48				
WHT	37	30		49	57		18				
FRL	47	52	39	51	60	38	36				
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	24	38	45	24	24	8	15				
ELL	29	35	29	30	33	25	8				
BLK	46	45	36	34	34	21	27				
HSP	45	43	33	44	39	35	31				
WHT	45	57		38	33		37				
FRL	43	47	44	40	39	33	26				

### 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	51
OVERALL Federal Index Below 41% All Students	NO

ESSA Federal Index	
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	74
Total Points Earned for the Federal Index	408
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	39
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
English Language Learners	
Federal Index - English Language Learners	42
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	52
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	46
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	68
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	47
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.**

The lowest 25% in ELA and Math WES is working on providing more intense interventions to our lowest 25% in ELA and Math.

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

Our greatest decline was in Low 25% in Math. -8%. Other than being different students, Our students did not make the gains that were needed to. We are working to meet the students individual needs to improve their achievement in Math

**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.**

Science was our biggest GAP. We have analyzed our curriculum and have added some more instructional tools to help our students be more successful. We are also working on filling the gaps at younger grade levels to increase proficiency.

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

Math Achievement. We went back and met more individual needs of students and added a few different instructional tools to help with math achievement..

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

Our lowest 25% in ELA and MATH

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

1. Increase achievement of our Student that are in our Low 25% in ELA
2. Increase Achievement of Students that are in our Low 25% in Math
3. Increase our overall Science Proficiency
4. Improve our best practices across all grade levels

## Part III: Planning for Improvement

### Areas of Focus:

#### #1. Instructional Practice specifically relating to Science

##### Area of Focus

**Description and Rationale:** Increase our Science proficiency from 39% to at least the state average of 53%

##### Measurable Outcome:

WES students need to increase their knowledge and proficiency of our current standards. We will continue to implement our new STAR labs. In Our STAR labs we will be doing more hands on lessons that will help out with our proficiency.

##### Person responsible for monitoring outcome:

Anthony Busin (busina@hendry-schools.net)

##### Evidence-based Strategy:

We will use best practices, supplemental materials and our new STAR labs to increase our student's Knowledge of the science standards.

##### Rationale for Evidence-based Strategy:

WES needs to not just instruct the standards but need increase our students understanding of the standards by using supplemental materials and utilizing our STAR labs so our Students can have a better working knowledge of our standards.

#### Action Steps to Implement

1. Students and teachers use the STAR labs to increase knowledge while using a hands on approach. We have changed some of our supplemental materials that are vetted to increase proficiency.

##### Person Responsible

Anthony Busin (busina@hendry-schools.net)

**#2. Instructional Practice specifically relating to ELA**

<b>Area of Focus Description and Rationale:</b>	Increase our ELA proficiency from 51% to 56%. by May. We will focus on best practices in Whole group and increased small group interventions across all grade levels
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<b>Measurable Outcome:</b>	Increase our ELA proficiency from 51% to 56%
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<b>Person responsible for monitoring outcome:</b>	Anthony Busin (busina@hendry-schools.net)
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<b>Evidence-based Strategy:</b>	WES will focus on Best instructional practices that will fill the individual gaps of our student deficiencies. We are reviewing our curriculum and adjusting instruction to meet the needs of our students.
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<b>Rationale for Evidence-based Strategy:</b>	Our county adopted a sub-par curriculum in which we found many gaps and we are working and filling the gaps from the past years with different practices that best meets our needs of our students here at WES
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**Action Steps to Implement**

1. WES will increase the use and fidelity of supplemental materials that are needed to fill the gaps in our curriculum.
2. We will continue to implement best practices with small instructional groups and follow our most up-to date DATA

<b>Person Responsible</b>	Anthony Busin (busina@hendry-schools.net)
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**Additional Schoolwide Improvement Priorities**

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

**WES is working towards increasing Proficiency in both ELA and MATH. We have looked at our low areas and making sure that we address some issues that have been missing and working on providing the students in areas that we did not perform well in last year.**

**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.

WES is in our 3rd year as A LEADER IN ME School (Frank Covey) We will be working towards our Lighthouse Status this year. Our school climate/community has been growing and really has been an uplifting few years. We are seeing more staff, students, and families become more involved in our mission. We have increased student leadership roles, staff roles, and getting good buy-in from our families. Our families will participate in training this year called "7 Habits of Happy Families" where we will certify a group of parents in the 7 Habits with intentions of this group leading training with our families to improve overall parent/family understanding of the 7 Habits as well as increase family participation at school. We are working hard to keep our distance learning involved and working on keeping our school Healthy and open.

#### **Parent Family and Engagement Plan (PFEP) Link**

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