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Westchase Elementary School

9517 W LINEBAUGH AVE, Tampa, FL 33626

[no web address on file]

Demographics

Principal: Alexa Trafficante

Start Date for this Principal: 7/1/2018

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	24%
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 Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (72%) 2017-18: A (65%) 2016-17: A (71%) 2015-16: A (70%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 Hillsborough 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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Westchase Elementary School

9517 W LINEBAUGH AVE, Tampa, FL 33626

[no web address on file]

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	No	22%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	43%

School Grades History

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

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.

Preparing Students for Life!

Provide the school's vision statement.

A successful school requires strong leadership in all aspects, including administration, teachers, staff, parents, outside community members, and students. Working together as a team, we will achieve the ultimate goal of having each child reach their full potential academically, socially, and emotionally, so they are fully prepared for the life that lies ahead of them.

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
Suarez, Elise	Principal	<p>Leadership team meetings can include the following:</p> <ul style="list-style-type: none"> Principal Assistant Principal / ELP Coordinator Guidance Counselor SAC Chairs School Psychologist/ Behavior team Representative School Social Worker/ Attendance Committee Representative Academic Coaches (Reading, Math, etc. and other specialists on an ad hoc basis) ESE teachers PLC Liaisons for each grade level and/or content area District support (including Area Superintendents, Support Specialist, District Coaches) <p>The Leadership team meets regularly (e.g., bi-weekly/monthly). The purpose of the core Leadership Team is to:</p> <ol style="list-style-type: none"> 1. Collaborate and problem solve to ensure the implementation of high quality instructional practices utilizing the RtI/MTSS process: at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels. 2. Support the implementation of high quality instructional practices at the core (Tier 1) and intervention/enrichment (Tiers 2/3) levels. 3. Review ongoing progress monitoring data at the core to ensure fidelity of instruction and attainment of SIP goal(s) in curricular, behavioral, and attendance domains. 4. Communicate school-wide data to PLCs and facilitate problem solving within the content/grade level teams. <p>A collaborative culture of shared responsibility is established through Leadership Team Meetings and PLCs.</p> <p>Research consistently bears out that the school leader is the most important element in teachers choosing to go to, and then remain at, a school site. To that end, HCPS works to ensure that principals are selected and placed with great care. HCPS works to develop strong leaders through the Hillsborough Principal Pipeline. As stated above, The Hillsborough Principal Pipeline offers unique and valuable opportunities for teachers to experience and prepare for a school leadership position by helping them gain the skills, experience and confidence that are crucial to becoming a high-performing leader.</p> <p>Pursuing school leadership provides the opportunity to make a direct impact on school culture and positively influence instructional quality, which will result in improved</p>

Name	Title	Job Duties and Responsibilities
		<p>outcomes and higher long-term success rates for students in Hillsborough County.</p> <p>HCPS' vision for instructional improvement is to have a highly effective teacher in every classroom and a highly effective principal in every school. This vision is founded in the research-based tenet that teacher quality has a larger impact on student achievement than any other schooling factor. Further research demonstrates the impact of a principal's leadership on outcomes for students and teachers. Over the past decade, HCPS has developed a Human Capital Management System (HCMS) to further the district's vision of instructional improvement.</p> <p>Several Teacher Interview Days and Recruitment Fairs occur throughout the summer months, under the oversight of Human Resources. All applicants must be pre-approved by the District to attend these events. Certified teachers with an Effective or Highly Effective performance evaluation, teaching in field, at our highest needs schools are eligible for salary differential. This program was established with the purpose of helping to create stability and equity in harder to staff schools, recruiting and retaining highly qualified instructional staff, increasing student achievement, and promoting a culture of ongoing professional development.</p> <p>Compensation is grounded in a performance-based salary structure that explicitly ties salary increases to sustained high-level performance, while career ladder positions, such as Instructional Mentors, are available to effective educators. The base teacher salary schedule is designed to provide substantial increases in compensation to teachers who have demonstrated positive student impact.</p> <p>Once hired, teacher induction and teacher retention are supported through fully-released instructional mentors assigned to every new educator for up to two years to increase effectiveness and decrease recidivism. Educator effectiveness ratings that differentiate educator quality are used to assist principals in determining teachers' transfer options and promotion into leadership positions. HCPS has linked PD opportunities to HR functions so that school-level and district-level trainings are developed and deployed in</p>

Name	Title	Job Duties and Responsibilities
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response to areas of need identified by educator evaluations. Training course completions can also be tracked by HR Partners to inform human capital decisions.

Demographic Information

Principal start date

Sunday 7/1/2018, Alexa Trafficante

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.*

2

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

68

Demographic Data

2020-21 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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	24%
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 Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: A (72%) 2017-18: A (65%)

	2016-17: A (71%) 2015-16: A (70%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
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 .	

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	130	147	148	147	150	160	0	0	0	0	0	0	0	882
Attendance below 90 percent	5	5	5	7	7	5	0	0	0	0	0	0	0	34
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	4	10	0	0	0	0	0	0	0	14
Level 1 on 2019 statewide Math assessment	0	0	0	0	3	7	0	0	0	0	0	0	0	10

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

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

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	

Date this data was collected or last updated

Thursday 10/29/2020

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	150	150	160	169	170	148	0	0	0	0	0	0	0	947
Attendance below 90 percent	3	4	3	5	5	3	0	0	0	0	0	0	0	23
One or more suspensions	1	1	0	0	0	0	0	0	0	0	0	0	0	2
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	5	13	13	0	0	0	0	0	0	0	31

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

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

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	3	2	5	0	0	0	0	0	0	0	0	11
Students retained two or more times		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	150	150	160	169	170	148	0	0	0	0	0	0	0	947
Attendance below 90 percent	3	4	3	5	5	3	0	0	0	0	0	0	0	23
One or more suspensions	1	1	0	0	0	0	0	0	0	0	0	0	0	2
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	5	13	13	0	0	0	0	0	0	0	31

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

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

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	3	2	5	0	0	0	0	0	0	0	0	0	11
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	83%	52%	57%	81%	52%	55%
ELA Learning Gains	68%	55%	58%	64%	55%	57%
ELA Lowest 25th Percentile	63%	50%	53%	54%	51%	52%
Math Achievement	84%	54%	63%	85%	53%	61%
Math Learning Gains	75%	57%	62%	71%	54%	61%
Math Lowest 25th Percentile	54%	46%	51%	62%	46%	51%
Science Achievement	74%	50%	53%	82%	48%	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	81%	52%	29%	58%	23%
	2018	84%	53%	31%	57%	27%
Same Grade Comparison		-3%				
Cohort Comparison						
04	2019	83%	55%	28%	58%	25%
	2018	78%	55%	23%	56%	22%
Same Grade Comparison		5%				
Cohort Comparison		-1%				
05	2019	80%	54%	26%	56%	24%
	2018	74%	51%	23%	55%	19%
Same Grade Comparison		6%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	83%	54%	29%	62%	21%
	2018	82%	55%	27%	62%	20%
Same Grade Comparison		1%				
Cohort Comparison						
04	2019	82%	57%	25%	64%	18%
	2018	78%	57%	21%	62%	16%
Same Grade Comparison		4%				
Cohort Comparison		0%				
05	2019	81%	54%	27%	60%	21%
	2018	78%	54%	24%	61%	17%
Same Grade Comparison		3%				
Cohort Comparison		3%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	73%	51%	22%	53%	20%
	2018	72%	52%	20%	55%	17%
Same Grade Comparison		1%				
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	46	53	45	51	52	33	27				
ELL	58	54		71	71						
ASN	96	85		98	93		67				
BLK	83	62		68	46		60				
HSP	67	59	55	64	57	41	46				
MUL	79	58		88	83						
WHT	86	70	65	88	80	67	88				
FRL	62	55	50	64	61	53	47				

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	41	38	29	48	53	35	28				
ELL	56	50	36	72	53		70				
ASN	86	65		94	61		82				
BLK	53	55		60	55						
HSP	65	51	39	66	59	42	58				
MUL	82	75		80	30						
WHT	84	67	63	85	73	48	79				
FRL	57	56	43	58	55	50	49				
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	42	36	42	57	59	56	27				
ELL	50	54		65	64	70					
ASN	80	47		93	80						
BLK	87	40		73	20						
HSP	68	56	39	66	62	54	65				
MUL	88	67		88	83		90				
WHT	84	69	63	90	75	68	86				
FRL	58	49	36	67	49	41	58				

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	72
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	75
Total Points Earned for the Federal Index	576
Total Components for the Federal Index	8
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	44
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	66
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	88
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	64
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	57
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	77
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	78
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	56
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.

Math and ELA bottom 25th percentile was the lowest performance. Not a trend.

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

We showed gains in every component. However, the smallest gain was in Math lowest 25th percentile.

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.

Our scores are above the state average in every component. However, the lowest 25th percentile in Math is closest to the state average.

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

The most improvement was shown on ELA lowest 25th percentile. There was a gain of 14 percentage points. For the 18-19 instructional year we focused on differentiated instruction. Our instructional priority was to raise the bar for all students. We used iReady, reading Coach guided reading cycle, data charts with ILT and reading Coach continued using a data wall, data analysis during report card checks.

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

1. Level 1 on statewide assessment.
2. Attendance below 90 percent.

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

1. Improve scores of the bottom quartile in reading.
2. Improve scores of the bottom quartile in math.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1. Other specifically relating to Lowest 25th percentile in ELA and Math.

Area of Focus Description and Rationale:	The data shows the lowest 25 percentile is one area for growth.
Measurable Outcome:	Students in the lowest 25th percentile will make a year's worth of growth in ELA and Math (SMART measurement).
Person responsible for monitoring outcome:	Elise Suarez (elise.suarez@hcps.net)
Evidence-based Strategy:	<p>To progress monitor the lowest 25th percentile we will utilize the following:</p> <ul style="list-style-type: none"> - data wall school wide - iReady result: usage 45min a week, lesson success rate - IReady progress monitor assessments for Tier 2,3 students (occur more often than iReady diagnostics) - academic review - Fall, Winter, Spring iReady diagnostic (included in data wall) - ILT (instructional leadership team)
Rationale for Evidence-based Strategy:	These strategies help progress monitor the students' performance, areas of need and improvement.

Action Steps to Implement

1. instructional priority is progress monitoring
2. trainings: Standard Based instruction (unpacking the standards)
3. iReady fidelity
4. PLC (analyze data to make changes in instruction)
5. increase fidelity in RT
6. differentiated instruction

Person Responsible Elise Suarez (elise.suarez@hcps.net)

Additional Schoolwide Improvement Priorities

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

N/A

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.

Families are invited to various events held throughout the year, including Math/Science Night, Family Literacy Night, International Night, and Dinner and a Good Book. Also, there are two official parent-teacher conference nights held, while many teachers offer conferences throughout the year on an as-needed basis. Parents are also invited to join the School Advisory Council and all meeting dates and times are posted through the school newsletter.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

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

1	III.A.	Areas of Focus: Other: Lowest 25th percentile in ELA and Math.	\$0.00
			Total: \$0.00