Westside K 8 School

2021-22 Schoolwide Improvement Plan

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Westside K 8 School

2551 WESTSIDE BLVD, Kissimmee, FL 34747

www.osceolaschools.net

Demographics

Principal: Henry Santiago

Start Date for this Principal: 6/4/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	90%
2020-21 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 Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (56%) 2017-18: B (57%) 2016-17: 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	
* 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 Osceola 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)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-8	Yes	76%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	81%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

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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 K8 School creates a student-centered learning environment in which students exhibit consistent academic and personal growth using problem solving strategies. Our school promotes a safe, caring and supportive environment that empowers students to self-advocate through motivation and determination to succeed academically and personally each academic year. We foster integrity, accountability, and responsibility. We encourage families and our community to partner in supporting academic and personal growth in all students.

Provide the school's vision statement.

Our community at Westside K-8 strives to develop motivated students who self-advocate using strategies to solve problems and who experience consistent academic growth with integrity and determination.

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Ray, Christina	Principal	Supervise leadership team, ESE, SAC, Paras, Office staff
Miller, Heather	Assistant Principal	Middle school, Tutoring
Azis, Kimberly	Instructional Coach	Attend each PLC for middle school ELA, Provide PD on new standards and curriculum, daily classroom walkthroughs, model lessons as needed, help teachers plan standards based lessons, organize and distribute resources to teachers, analyze data monthly and report out to Stocktake meetings, plan and coordinate literacy nights for families, provide Reading interventions to students as needed.
Coombes, Austin	School Counselor	Individual Counseling, Group Counseling, 504 evaluations, Gifted evaluations, Student of the Month, Honor Roll, Warrior Store Coordination, Classroom Guidance, Scheduling, Career planning
Cowen, Amanda	Curriculum Resource Teacher	District and State test coordination, Device management (1 to 1), TSL mentor, New teacher support, New staff onboarding, Instruction and curriculum support, PLC Lead, School City management, NWEA management
Mcclintock, Julie	Curriculum Resource Teacher	As the MTSS Coach, I am responsible for supports for each student at Westside K8. I complete PD on the MTSS process with each teacher so they know what the expectation is for implementing interventions and/or enrichment daily in their classrooms. I complete three formal Data Chats with teachers each year at which time we analyze data and determine if the interventions are successful. If not, we determine new interventions to implement. I track student data and determine what next steps should happen. I hold Problem Solving Team meetings weekly to discuss students and their data and needs. I analyze the data to determine what groups should be targeted for tracking and intensive interventions. I work closely with our school psychologist and RCS to determine how best to support teachers and students as well as parents. I schedule and hold parent meeting to discuss their child's data and supports as well as how to assist at home and what our next steps will be. I attend parent conferences with teachers and model effective parent conferences for the teachers. I am in charge of documentation for all students under T2 and T3 and organizing those documents. In addition, I hold retention meetings at start of year with teachers and as the year goes on make sure teachers are communicating possibilities with parents. I am responsible for all MTSS paperwork for MTSS packets which includes T3 Data graphs, WSGA's, and evaluation paperwork. I am a member of the Threat Assessment team that meets monthly. In addition, I have to input all student data in the MTSS tab in FOCUS for Reading, Math, and Behavior. This includes entry dates, exit dates, interventions utilized, and any additional information needed. I am sure there are others that I am forgetting because I jump in where needed.

Name	Position Title	Job Duties and Responsibilities
Pillot, Girany	School Counselor	Individual counseling, group counseling, academic counseling, 504, Gifted Screenings, Career Planing, Scheduling, Classroom Lessons, Mental Health Referrals, Threat Assessments, Award Ceremonies, District Trainings, Parent Meetings, Attendance,
Stewart, Morrisia	Dean	The Dean of Students is directly responsible to the principal, with broad responsibilities to supervise school discipline data, and ensure and promote school safety. Serves as a liaison between and among the principal, teachers, student body, and members of the community.
Sanford, Kevin	Dean	Manage SEL on campus by (1) responding to disciplinary incidents and patterns with appropriate interventions, (2) monitoring disciplinary data abd school climate to inform decision-making and (3) working with staff to improve consistency of approach and application of policies to students
Swiderski, Kristi	Instructional Coach	-Maintain, order, and distribute science manipulatives and curriculum. -Support science teachers K-8 in implementing science instructional strategies, classroom organization, and inquiry-based science lessons. -Maintain and analyze science data during district progress monitoring and NWEA assessments. - Use science data to help teachers drive instruction. -Report out science data, goals, and action steps at monthly Stocktake meetings. -Work as a mentor with the TSL program to support new teachers with standards based planning and SEL implementation in their classrooms. - Develop and provide science PD as needed based on teacher need. -Push in and pull students for science interventions
Worrell, Amina	School Counselor	Individual and Group Counseling, Administer 504's, Mental Health Referrals, Schedule Planning, Classroom Lessons, Warrior of The Month Distribution, Warrior Store Coordinator, Gifted Testing, Attend Monthly District Trainings, Weekly PLC, Career Planning, Parent Meeting, Threat Assessments, MTSS, Crisis Intervention, Collaborate with School Mental Health Team
Tyson, Courtney	School Counselor	Individual Counseling, Group Counseling, 504 evaluations, Gifted evaluations, Student of the Month, Honor Roll, Warrior Store Coordination, Classroom Guidance, Scheduling, Career planning
Wade, Jacqueline	Instructional Media	Media Center, Library Materials for teachers and students, textbook check-out, Picture Days, Book Fair, Social Media, Morning Announcements, Laminating, assistant to State Testing, student helpers (TAs), Bookmark Buddies (TBD), Battle of the Books, Middle School Lunch, Morning Library
Burg, Brittany	Staffing Specialist	As the Resource Compliance Specialist, I am the LEA and scheduler for all IEP meetings. I continuously check IEP dates to make sure they are scheduled within compliance. I review all IEPs/Matrix/Prior Written Notice before finalizing to ensure they are legally compliant. I send home all

Name	Position Title	Job Duties and Responsibilities
		documentation after meetings. I train all ESE Teachers on compliance, writing IEPs, and effectively working inside classroom. I work with General Education teachers to show them how to work with their ESE students, and VE teachers using research-based strategies in the classroom. I create systems/standards (ESE binder, IEP checklist, Accommodation Log, expectations) for all ESE in order to help them and their students be successful. I work with the MTSS Specialist and School Psychologist to identify and gain consent for students who may be eligible for the ESE program. I coordinate and plan with administration in order to hold all teacher accountable to their ESE students. I monitor and report on ESE data, watching for glows and grows in areas of classroom teachers and VE teachers. I inform all ESE teachers of the updated information coming from district and administration in weekly emails.
Sullivan, Patricia	Instructional Coach	Attend each PLC for middle school ELA, Provide PD on new standards and curriculum, daily classroom walkthroughs, model lessons as needed, help teachers plan standards based lessons, organize and distribute resources to teachers, analyze data monthly and report out to Stocktake meetings, plan and coordinate literacy nights for families, provide Reading interventions to students as needed.
Towers, Esther	Assistant Principal	VPK, Pre-K-2, PLC, Title I, Block
Rodriguez, Noricely	Assistant Principal	Grades 3-5, custodial, Title I and Parental Outreach
Martin, Elena	Math Coach	• Focused on student achievement by working with teachers to ensure quality implementation of mathematics.• Provide opportunities for professional development in mathematics, high quality mathematics instruction, and data interpretation involving teachers• Support and assist classroom teachers in assessing the specific mathematics needs of students and develop appropriate, differentiated instruction Facilitate implementation of appropriate mathematics curriculum by providing technical assistance and on-going support for teachers as they identify and implement authentic learning activities and materials. Implement effective teaching strategies, evaluate student progress, and participate in student screening and progress-monitoring. curriculum and strategies. Serve as coach, mentor, and conduct on-going classroom observations of mathematics instruction.

Demographic Information

Principal start date
Monday 6/4/2018, Henry Santiago

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.*

101

Total number of teacher positions allocated to the school

138

Total number of students enrolled at the school

2,050

Identify the number of instructional staff who left the school during the 2020-21 school year.

24

Identify the number of instructional staff who joined the school during the 2021-22 school year.

31

Demographic Data

Early Warning Systems

2021-22

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	163	216	190	198	210	234	196	175	211	0	0	0	0	1793
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	1	0	0	0	2	2	1	0	3	0	0	0	0	9
Course failure in ELA	0	0	1	26	16	18	0	0	0	0	0	0	0	61
Course failure in Math	0	0	0	18	6	18	0	0	0	0	0	0	0	42
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	14	34	74	49	50	65	0	0	0	0	286
Level 1 on 2019 statewide FSA Math assessment	0	0	0	12	55	82	56	65	59	0	0	0	0	329
Number of students with a substantial reading deficiency	0	0	0	14	34	74	49	50	65	0	0	0	0	286

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	4	5	25	1	5	2	0	0	0	0	42

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	9	10	2	17	3	0	2	2	0	0	0	0	0	45
Students retained two or more times	0	0	0	0	1	1	1	2	0	0	0	0	0	5

Date this data was collected or last updated

Wednesday 9/15/2021

2020-21 - 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	127	166	172	192	198	210	196	237	214	0	0	0	0	1712
Attendance below 90 percent	8	1	4	1	7	6	1	0	0	0	0	0	0	28
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA	0	0	4	12	4	5	0	0	0	0	0	0	0	25
Course failure in Math	0	0	0	0	0	0	0	6	6	0	0	0	0	12
Level 1 on 2019 statewide ELA assessment	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	

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	2	4	2	2	2	0	0	0	0	12

2020-21 - 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	127	166	172	192	198	210	196	237	214	0	0	0	0	1712
Attendance below 90 percent	190	189	182	136	221	206	214	235	216	0	0	0	0	1789
One or more suspensions	5	4	5	3	13	9	12	24	10	0	0	0	0	85
Course failure in ELA	0	0	4	7	4	5	0	0	0	0	0	0	0	20
Course failure in Math	0	0	1	7	5	2	0	0	0	0	0	0	0	15
Level 1 on 2019 statewide ELA assessment	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	

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	4	4	10	10	25	18	17	40	25	0	0	0	0	153

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	3	0	0	0	0	0	0	0	0	0	4
Students retained two or more times	0	0	0	1	2	3	3	1	2	0	0	0	0	12

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				48%	56%	61%	47%	58%	60%
ELA Learning Gains				53%	57%	59%	55%	58%	57%
ELA Lowest 25th Percentile				51%	55%	54%	51%	52%	52%
Math Achievement				47%	52%	62%	44%	52%	61%
Math Learning Gains				54%	55%	59%	52%	54%	58%
Math Lowest 25th Percentile				46%	49%	52%	46%	50%	52%
Science Achievement				46%	49%	56%	57%	54%	57%
Social Studies Achievement				76%	75%	78%	77%	71%	77%

Grade Level Data Review - State Assessments
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	2021					
	2019	43%	51%	-8%	58%	-15%
Cohort Comparison						
04	2021					
	2019	41%	51%	-10%	58%	-17%
Cohort Comparison		-43%				
05	2021					
	2019	36%	48%	-12%	56%	-20%
Cohort Comparison		-41%				
06	2021					
	2019	43%	48%	-5%	54%	-11%
Cohort Comparison		-36%				
07	2021					
	2019	32%	47%	-15%	52%	-20%
Cohort Comparison		-43%				
08	2021					
	2019	44%	49%	-5%	56%	-12%
Cohort Comparison		-32%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	42%	54%	-12%	62%	-20%
Cohort Comparison						
04	2021					
	2019	44%	53%	-9%	64%	-20%
Cohort Comparison		-42%				
05	2021					
	2019	40%	48%	-8%	60%	-20%
Cohort Comparison		-44%				
06	2021					
	2019	30%	45%	-15%	55%	-25%
Cohort Comparison		-40%				
07	2021					
	2019	31%	30%	1%	54%	-23%
Cohort Comparison		-30%				
08	2021					
	2019	34%	47%	-13%	46%	-12%
Cohort Comparison		-31%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	30%	45%	-15%	53%	-23%
Cohort Comparison						
08	2021					
	2019	36%	42%	-6%	48%	-12%
Cohort Comparison		-30%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	62%	38%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	71%	73%	-2%	71%	0%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	93%	49%	44%	61%	32%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	44%	56%	57%	43%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Grades 2-8 data was compiled using the Fall 2021 NWEA specific content area assessments. Calculations were based on the NWEA linking study MAP Growth Cut Scores. Grade 1 data was complied using the Fall 2021 NWEA specific content area assessments. The Grade 1 calculations were based on the Osceola Tier 1 Decision Tree Scores.

Grade 1				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	22%		
	Economically Disadvantaged	19%		
	Students With Disabilities	15%		
	English Language Learners	3%		
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	56%		
	Economically Disadvantaged	41%		
	Students With Disabilities	38%		
	English Language Learners	37%		

Grade 2				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	34%		
	Economically Disadvantaged	8%		
	Students With Disabilities	25%		
	English Language Learners	15%		
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	46%		
	Economically Disadvantaged	23%		
	Students With Disabilities	13%		
	English Language Learners	37%		

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	38%		
	Economically Disadvantaged	19%		
	Students With Disabilities	20%		
	English Language Learners	22%		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	39%		
	Economically Disadvantaged	21%		
	Students With Disabilities	40%		
	English Language Learners	22%		

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	41%		
	Economically Disadvantaged	56%		
	Students With Disabilities	6%		
	English Language Learners	17%		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	33%		
	Economically Disadvantaged	44%		
	Students With Disabilities	13%		
	English Language Learners	18%		

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	30%		
	Economically Disadvantaged	10%		
	Students With Disabilities	26%		
	English Language Learners	2%		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	30%		
	Economically Disadvantaged	5%		
	Students With Disabilities	24%		
	English Language Learners	6%		
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	24%		
	Economically Disadvantaged	10%		
	Students With Disabilities	21%		
	English Language Learners	0%		

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	49%		
	Economically Disadvantaged	32%		
	Students With Disabilities	40%		
	English Language Learners	11%		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	35%		
	Economically Disadvantaged	15%		
	Students With Disabilities	29%		
	English Language Learners	7%		

Grade 7				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	32%		
	Economically Disadvantaged	30%		
	Students With Disabilities	47%		
	English Language Learners	7%		
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	32%		
	Economically Disadvantaged	20%		
	Students With Disabilities	32%		
	English Language Learners	13%		
	Number/% Proficiency	Fall	Winter	Spring
Civics	All Students			
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	49%		
	Economically Disadvantaged	22%		
	Students With Disabilities	29%		
	English Language Learners	20%		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	45%		
	Economically Disadvantaged	9%		
	Students With Disabilities	17%		
	English Language Learners	15%		
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	22%		
	Economically Disadvantaged	10%		
	Students With Disabilities	17%		
	English Language Learners	0%		

Subgroup Data Review

2021 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 2019-20	C & C Accel 2019-20
SWD	21	34	35	23	55	67	24	45			
ELL	35	58	55	34	47	57	38	64	54		
ASN	57			71							
BLK	41	63		33	35		50	71			
HSP	38	56	52	34	45	52	42	68	59		
MUL	61	47		44	22		83				
WHT	55	58	50	52	47	62	60	80	76		
FRL	40	54	47	36	39	45	47	69	60		
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	19	45	41	16	47	40	13	25			
ELL	35	51	50	39	52	46	30	59	89		

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
BLK	45	61	50	40	58	54	36	70			
HSP	44	49	51	40	50	44	40	69	85		
MUL	47	43		48	57		57				
WHT	56	60	50	62	63	54	55	93	84		
FRL	44	50	52	40	51	48	38	68	81		
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	18	42	34	15	26	23	19	39			
ELL	31	53	51	29	48	51	28	33			
BLK	43	45	44	38	45	33	63	82			
HSP	42	56	52	38	51	50	47	70	82		
MUL	64	62		64	58		64				
WHT	56	55	52	56	55	46	70	84	88		
FRL	39	53	47	35	48	45	48	67	82		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	54
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	64
Total Points Earned for the Federal Index	540
Total Components for the Federal Index	10
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	51
English Language Learners Subgroup Below 41% in the Current Year?	NO

English Language Learners	
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	64
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	49
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	51
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	51
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	59
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	50
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Our ESE subgroup is achieving well below the school and district average for the third year in a row. We continue to struggle in Math achievement and ELA achievement. Science is improved but still needs to strengthen.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Tier 1 instruction in ELA, Math and Science is an area of need as well as ESE student progress.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

New teachers to ESE as well as several who were not observed to have strong instructional knowledge and IEPs written for compliance instead of individual student needs. Staff turnover has been a struggle as well as student mobility.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Science showed the most improvement.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The hire of a half time science coach dedicated specifically to science who coached and supported only science.

What strategies will need to be implemented in order to accelerate learning?

Monitoring that teachers are using time effectively as well as following district Curriculum Unit Plans and using research based curriculum.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

We will be working as a staff on creating and using formative assessment to track student progress as well as cognitively complex tasks in the classroom. A strong support system for our new and struggling teachers will be in place and strong professional development for our professional learning community facilitators monthly.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The mentoring program for our new and struggling teachers is a valuable program we will continue.

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	Students with a disability can be at a disadvantage and be perceived as unable to achieve adequately with their peers. They must be targeted to grow in the areas of their disability. Students at Westside identified with a disability show significant gaps in achievement and growth when compared to their non-disabled peers.
Measurable Outcome:	ESE students will increase from 9% as measured by FSA and FSAA in both reading and math.
Monitoring:	This will be monitored through teacher evaluations including walkthrough, formal and informal observations as well as NWEA progress monitoring. Instructional rounds will be used as coaching for struggling classrooms.
Person responsible for monitoring outcome:	Noricely Rodriguez (noricely.rodriguez@osceolaschools.net)
Evidence-based Strategy:	Varying Exceptionalities teachers will be trained in ESE strategies in order to assist general education students (small groups, co-teaching, ability grouping, gap closing, goal writing), Corrective Reading, Kagan Cooperative strategies, and social skills
Rationale for Evidence-based Strategy:	According to a study of best practices for ESE students completed in Ohio by Ellis et al. (2004) …high-performing schools adopted a range of strategies to ensure that students with disabilities have access to the core curriculum, including co-teaching, in which a general and special educator share full responsibility for teaching, or resource teachers contribute to the process. Fully understanding the abilities of the ESE students with data-driven decisions will create goals to close the gaps between the students and where they need to be. Kagan strategies assist students in participating when they might not due to their disability. Social skills through Kagan will help students understand their disability and focus on self-advocacy.

Action Steps to Implement

Monthly on-going trainings for ESE teachers on compliance procedures by RCS.

Person Responsible	Brittany Burg (brittany.burg@osceolaschools.net)

Specific quarterly trainings for each are of need by RCS:
ASD/InD – Teaching Life Skills
EBD – Teaching Social Skills / Behavior
VE Math/VE ELA – Data-Driven Decisions / Progress Monitoring

Person Responsible	Brittany Burg (brittany.burg@osceolaschools.net)

Quarterly team building to create a culture of understanding and openness between VE and General Education Teachers organized by RCS.

Person Responsible	Brittany Burg (brittany.burg@osceolaschools.net)

Quarterly team building to create a culture of understanding and openness between VE and General Education Teachers organized by RCS.

Person Responsible	Brittany Burg (brittany.burg@osceolaschools.net)

Instructional rounds in classrooms to monitor and assist with accommodations monthly as needed RCS/ Admin/District.

Person Responsible Noricely Rodriguez (noricely.rodriguez@osceolaschools.net)

Kagan Social Skills every Wednesday run by VE teachers. VE teachers to continuously identify students who would benefit from a social group, specifically to work on self-advocacy.

Person Responsible Brittany Burg (brittany.burg@osceolaschools.net)

Required monthly paperwork to hold all teachers accountable: accommodation logs, schedules, required PLC attendance, teacher input forms, IEP checklists.) Completed by teachers, checked by RCS.

Person Responsible Brittany Burg (brittany.burg@osceolaschools.net)

#2. Leadership specifically relating to Leadership Development	
Area of Focus Description and Rationale:	Teams who work collaboratively to make instructional decisions based on data will be more effective in their differentiation leading to higher student achievement. By developing teacher leaders, we will have better facilitation of our collaborative teams, and more productive collaborative meetings working towards these goals. Through structured onboarding, mentoring, and support of new teachers, we will stabilize our core faculty and have higher rates of teacher retention at Westside K8.
Measurable Outcome:	All PLC core instructional teams (K-5, ELA, Math, Science, Social Studies) will operate at a Stage 5 or above by May 2022 as evidenced by self-reflections as well as independent assessments by leadership team members. While controlling for staff changes due to enrollment, we will retain 90% of our staff for the 2022-2023 school year as evidenced by April intention forms.
Monitoring:	Leadership team members will be assigned to monitor different PLCs on a weekly and monthly basis, reporting out the PLC stage at the beginning, middle, and end of the school year. New teacher satisfaction will be monitored and measured each month at the New Staff support meetings.
Person responsible for monitoring outcome:	Amanda Cowen (amanda.cowen@osceolaschools.net)
Evidence-based Strategy:	Increase facilitator training opportunities using PLC resources from Solution Tree. Use coaching cycles with teams to improve the structure of PLC meeting. Provide ongoing structured support of new staff members through the TSL mentoring program and apply strategies from the New Teacher Center to all new staff.
Rationale for Evidence-based Strategy:	Research indicates high levels of teacher collaboration significantly impacts student achievement and teacher morale. – Learning Sciences International Students in schools with the highest levels of reported instructional and teacher leadership perform up to 10 percentage points higher in both math and English language arts. – New Teacher Center The retention rate for NTC-supported teachers is 22 points higher than teachers without our support.- New Teacher Center

Action Steps to Implement	
Identify PLC Leads for each team.	
Person Responsible	Esther Towers (esther.towers@osceolaschools.net)
Re-structure accountability protocols for Leads – Attendance, Reflections	
Person Responsible	Amanda Cowen (amanda.cowen@osceolaschools.net)
Schedule monthly required meetings for PLC leads and provide them with schedule	

| **Person Responsible** | Amanda Cowen (amanda.cowen@osceolaschools.net) |

Plan PLC lead meetings to include Leadership development and research-based PLC strategies

| **Person Responsible** | Amanda Cowen (amanda.cowen@osceolaschools.net) |

Plan additional monthly PD to support PLC goals

| **Person Responsible** | Amanda Cowen (amanda.cowen@osceolaschools.net) |

Conduct 1-1 Coaching Conversations with leads to identify areas of need & set personal and team goals

| **Person Responsible** | Amanda Cowen (amanda.cowen@osceolaschools.net) |

Schedule Coaching Cycles with each team by the end of the 2nd quarter

| **Person Responsible** | Amanda Cowen (amanda.cowen@osceolaschools.net) |

Identify model PLC teams

| **Person Responsible** | Esther Towers (esther.towers@osceolaschools.net) |

Bring facilitators and team members to view work of model PLC team (or use video)

| **Person Responsible** | Esther Towers (esther.towers@osceolaschools.net) |

Evaluate mid-year progress of PLC Teams using stages (self-reflect and Leadership assessment)

| **Person Responsible** | Esther Towers (esther.towers@osceolaschools.net) |

Plan coaching cycles with select teams based on need

| **Person Responsible** | Esther Towers (esther.towers@osceolaschools.net) |

Evaluate end-year progress of PLC Teams using stages (self-reflect and Leadership assessment)

| **Person Responsible** | Esther Towers (esther.towers@osceolaschools.net) |

Select teacher leaders for summer Leadership development

| **Person Responsible** | Esther Towers (esther.towers@osceolaschools.net) |

Plan and implement New Teacher Orientation

| **Person Responsible** | Amanda Cowen (amanda.cowen@osceolaschools.net) |

Provide first week's support meetings throughout Pre-Planning

| **Person Responsible** | Amanda Cowen (amanda.cowen@osceolaschools.net) |

Assign beginning teachers TSL mentors

| **Person Responsible** | Christina Ray (christina.ray@osceolaschools.net) |

Meet weekly with Mentor team for support and improved practice

Person Responsible	Amanda Cowen (amanda.cowen@osceolaschools.net)

Begin structured weekly support of new teachers through the TSL mentors

Person Responsible	Amanda Cowen (amanda.cowen@osceolaschools.net)

Train new mentors in NTC tools and protocols

Person Responsible	Amanda Cowen (amanda.cowen@osceolaschools.net)

Schedule Monthly New Staff support meetings

Person Responsible	Amanda Cowen (amanda.cowen@osceolaschools.net)

Facilitate instructional rounds

Person Responsible	Amanda Cowen (amanda.cowen@osceolaschools.net)

Provide social opportunities for new staff and returning staff to deepen school culture

Person Responsible	Amanda Cowen (amanda.cowen@osceolaschools.net)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Student engagement impacts long-term retention of information, which will lead to proficiency in grade-level academics. Research supports that higher student engagement increases students' attention and focus, motivates them to practice higher-level critical thinking skills, and promotes more meaningful learning experiences. It encourages students to learn more and thus promotes individual growth.
Measurable Outcome:	ELA proficiency in grades K-8 will increase by 4% as measured by statewide or district assessments.
Monitoring:	ELA proficiency will be monitored through NWEA assessments.
Person responsible for monitoring outcome:	Patricia Sullivan (patricia.sullivan@osceolaschools.net)
Evidence-based Strategy:	Introduce effective collaborative and technology strategies to support an interactive classroom. (Kagan structures, Collaborative Small Groups, Guided Reading, Interactive Class Tech Tools, Curriculum-aligned digital tools)
Rationale for Evidence-based Strategy:	Using Kagan structures increases the number of students participating and provides equity which impacts student achievement. According to Hattie, the use of collaboration in the classroom brings about a .59 effect size, and authentic engagement offers a .48 effect size. Hattie effect size list - 256 Influences Related To Achievement (visible-learning.org)

The effective use of technology provides access to all students, and offers in terms of process and product, which aligns to the Universal Design for Learning which promotes multi-modal and multi-faceted learning. CAST (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from http://udlguidelines.cast.org |

Action Steps to Implement

Provide support to PLC leads and PLCs for the new ELA BEST standards and the new curriculum and the digital components.

Person Responsible	Patricia Sullivan (patricia.sullivan@osceolaschools.net)

Ongoing PD on specific tech strategies and tools as outlined in the book The Interactive Class, by Joe and Kristen Merrill.

Person Responsible	Kimberly Azis (kimberly.azis@osceolaschools.net)

Provide monthly support to PLCs in data analysis and using it to drive instruction and engagement. (NWEA, NSGRA, BeAble, TeenBiz, and district formatives)

Person Responsible	Patricia Sullivan (patricia.sullivan@osceolaschools.net)

Conduct daily walkthroughs to ensure implementation of BEST Standards and new curriculum and measure authentic engagement in classrooms.

Person Responsible	Kimberly Azis (kimberly.azis@osceolaschools.net)

Identify struggling teachers that need instructional/classroom management/engagement structures support.

Person Responsible Patricia Sullivan (patricia.sullivan@osceolaschools.net)

Identify model teachers and coordinate instructional rounds for struggling teachers to observe model classrooms with New Teacher Support Person and APs.

Person Responsible Kimberly Azis (kimberly.azis@osceolaschools.net)

Conduct Instructional Rounds as needed with struggling teachers.

Person Responsible Patricia Sullivan (patricia.sullivan@osceolaschools.net)

100% integrity in utilizing Benchmark's high quality ELA instructional materials as evidenced in the curriculum unit plans.
Kindergarten Open Court implementation of print and book awareness, letter recognition, phonological and phonemic awareness, decoding phonics, fluency, and vocabulary and language development.
First Grade Open Court Implementation of letter/book/print awareness, phonemic awareness, decoding phonics and inflectional endings, fluency rate and accuracy, and vocabulary and language development.
Second Grade Open Court Implementation of decoding phonics/ work analysis, fluency: rate, accuracy, and prosody, and vocabulary and language development.
T1 and T2 students engage in 20 min on Lexia Core 5 1 day/week during station rotation.
T3 students engage in 20 mins on Lexia Core 5 2 days/week during station rotation.
RISE reading for T2
Pre-Teaching strategies for T2

Person Responsible Patricia Sullivan (patricia.sullivan@osceolaschools.net)

#4. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Emotional Regulation relates to a student's ability to identify their emotions, use self-soothing techniques, and regulate strong emotional behaviors that would disrupt the classroom. Students with high emotional regulation can anticipate issues before they happen, calm themselves down, and communicate and healthily deal with their emotions. Because of the events of the last year and the switch back to face-to-face learning, we as a School Counseling team are predicting high anxiety levels, specifically relating to social anxiety, peer relationships, academic achievement, and covid-anxiety in the student population. In anticipation of this, we want to focus on emotional regulation from the first day of school and continue implementing interventions throughout the year.
Measurable Outcome:	We will increase the emotional regulation in Elementary to 50% and Middle School to 48% by the end of school year 2022.
Monitoring:	We will use data from the Panorama survey and Needs Assessment to identify and track cohorts of students. Our Needs Assessment and Panorama Survey will provide data to assist with identifying students who score low and show a need of additional emotional support.
Person responsible for monitoring outcome:	Girany Pillot (girany.pillotosorio@osceolaschools.net)
Evidence-based Strategy:	Classroom, one-on-one, and small group lessons will be delivered on emotional regulation. Additionally, weekly teambuilding and classbuilding activities will be supplied to teacher to help students regulate their emotions in class through the building of classroom culture and interpersonal relationships. The use of classbuilding and teambuilding increases positive classroom culture, students' positive outlook on school and peers, and a students' ability to regulate their emotions through peer interaction.
Rationale for Evidence-based Strategy:	Counseling groups will provide the feedback necessary to improve classroom and school conditions as well as provide individual support to students who need additional intervention. Panorama is a researched-based instrument that collects student's feedback to help school counselors identify their social-emotional needs. We will complement the Panorama Survey with a Needs Assessment and Pre and Post Survey to monitor student growth. Kagan, S. Teaching for Character and Community. Educational Leadership, 2001, 59(2), 50-55.

Action Steps to Implement	

Distribute a needs assessment to students to identify needs and possible topics for intensive individual/ group counseling.

Person Responsible	Girany Pillot (girany.pillotosorio@osceolaschools.net)

Implement classroom lessons informed by the results of the needs assessment.

Person Responsible	Austin Coombes (austin.coombes@osceolaschools.net)

Distribute weekly teambuilding or classbuilding structures and resources for teachers to use with their classes.

Person Responsible Heather Miller (heather.miller@osceolaschools.net)

Start group counseling sessions with high needs students.

Person Responsible Amina Worrell (amina.worrell@osceolaschools.net)

Distribute a needs assessment/teacher input form to teachers, and take stock of the strengths/ weaknesses of the interventions we've been using so far.

Person Responsible Courtney Tyson (courtney.tyson@osceolaschools.net)

Distribute first Panorama (Fall) and analyze the data.

Person Responsible Girany Pillot (girany.pillotosorio@osceolaschools.net)

Continue monitoring progress and distribute teacher input forms.

Person Responsible Austin Coombes (austin.coombes@osceolaschools.net)

Hold monthly AVID site team meetings and use the site team to implement College and Career Ready projects such as College week and placing college memorabilia around the school.

Person Responsible Austin Coombes (austin.coombes@osceolaschools.net)

#5. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Students who are proficient in grade level academic will continue the trajectory of post-secondary success.
Measurable Outcome:	Increase K-8 math achievement by 4% as measured by district and state assessments.
Monitoring:	Math achievement will be monitored through district based assessments throughout the school year.
Person responsible for monitoring outcome:	Elena Martin (elena.martin@osceolaschools.net)
Evidence-based Strategy:	Implement effective technology strategies to support an interactive classroom. Use of standards-based instruction. Identifying model classrooms for the instructional rounds. Use of research based instructional strategies through the use of inquiry-based mathematics. Implementation of cooperative learning and guided instruction. Implementation of exploration, procedural reliability and procedural fluency by incorporating daily use of math manipulatives.
Rationale for Evidence-based Strategy:	Standards based instruction ensures all students have access to the grade level material at the intended rigor. Using Kagan structures (cooperative learning) increases the number of students participating and provides equity which impacts student achievement. According to Hattie, the use of collaboration in the classroom brings about a .59 effect size. Hattie effect size list - 256 Influences Related To Achievement (visible-learning.org) The effective use of technology provides access to all students, and offers in terms of process and product, which aligns to the Universal Design for Learning which promotes multi-modal and multi-faceted learning. CAST (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from http://udlguidelines.cast.org

Action Steps to Implement

Meet with math PLC during pre-planning on technology instructional resources, to provide training on new math instructional model, curriculum resources, new pacing guides and CUPS, and implementation of math manipulatives.

Person Responsible	Elena Martin (elena.martin@osceolaschools.net)

Meet with math PLC K-8 and provide training and support for implementation of Math Talks and Number Talks.

Person Responsible	Elena Martin (elena.martin@osceolaschools.net)

Conduct daily walkthrough of classrooms to ensure correct processes used in the implementation of curriculum using district and math specific walkthrough tools.

Person Responsible	Elena Martin (elena.martin@osceolaschools.net)

Develop tiered teacher schedule to provide math teachers instructional support.

Person Responsible   Elena Martin (elena.martin@osceolaschools.net)

Identify classrooms that model best practices and create instructional rounds schedule for struggling and/or new teachers.

Person Responsible   Elena Martin (elena.martin@osceolaschools.net)

Meet with math PLC K-8 to provide training on implementation of school city as assessment platform and other new district common assessments.

Person Responsible   Elena Martin (elena.martin@osceolaschools.net)

Develop and implement schedule to support math PLC teams.

Person Responsible   Elena Martin (elena.martin@osceolaschools.net)

Develop schedule to meet with K-2 math PLC to ensure implementation of new math BEST standards.

Person Responsible   Elena Martin (elena.martin@osceolaschools.net)

#6. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Increase achievement in science. Students who are proficient in grade level academics will continue the trajectory of post-secondary success.
Measurable Outcome:	Increase in science proficiency by 5% as measured by statewide or EOC exams.
Monitoring:	Science proficiency will be monitored by district and state assessments such as NWEA, and other district and state assessments.
Person responsible for monitoring outcome:	Kristi Swiderski (kristine.swiderski@osceolaschools.net)
Evidence-based Strategy:	Increase the use of research-based, engaging, instructional strategies (Kagan Cooperative Learning, 5E model, ADI, inquiry-based learning) Use of standards-based instruction. Developing model science classrooms for instructional rounds. Introducing effective technology strategies to support interactive classrooms.
Rationale for Evidence-based Strategy:	Standards based instructional ensures all students will have access to the grade level material at the intended level of rigor. Research based instructional strategies increase student engagement. Using Kagan cooperative learning structures increases the number of students participating and provides equity which impacts student achievement. According to Hattie, the use of collaboration in the classroom brings about a .59 effect size, and authentic engagement offers a .48 effect size. Hattie effect size list - 256 Influences Related To Achievement (visible-learning.org) The effective use of technology provides access to all students, and offers in terms of process and product, which aligns to the Universal Design for Learning which promotes multi-modal and multi-faceted learning. CAST (2018). Universal Design for Learning Guidelines version 2.2. Retrieved from http://udlguidelines.cast.org

Action Steps to Implement

Conduct a mini-conference for grades 3-5 during preplanning covering inquiry and the 5E model and guiding instruction using formative assessment.

Person Responsible	Kristi Swiderski (kristine.swiderski@osceolaschools.net)

Establish science instructional model for new teachers.

Person Responsible	Kristi Swiderski (kristine.swiderski@osceolaschools.net)

Identify model teachers for instructional rounds.

Person Responsible	Kristi Swiderski (kristine.swiderski@osceolaschools.net)

Identify teachers in need of instructional rounds.

Person Responsible	Kristi Swiderski (kristine.swiderski@osceolaschools.net)

Develop AVID strategy of the month for the year to be used in science classrooms and push out at monthly PLC meetings.

Person Responsible	Kristi Swiderski (kristine.swiderski@osceolaschools.net)

Implement CIM spiral bellwork in 3-5 – bellwork to focus on previous years standards and FSSA red and yellow standards.

Person Responsible	Kristi Swiderski (kristine.swiderski@osceolaschools.net)

Implement CIM spiral review weekly in 6-8 – focus on previous years standards and FSSA red and yellow standards.

Person Responsible	Kristi Swiderski (kristine.swiderski@osceolaschools.net)

Monitor student engagement, use of engagement strategies, and standards-based instruction with ongoing use of walkthrough tool.

Person Responsible	Kristi Swiderski (kristine.swiderski@osceolaschools.net)

Monitor achievement levels with ongoing district and NWEA assessments.

Person Responsible	Kristi Swiderski (kristine.swiderski@osceolaschools.net)

Develop and provide professional development as needs arise as determined by walkthrough tool and progress monitoring.

Person Responsible	Kristi Swiderski (kristine.swiderski@osceolaschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Compared to the state discipline data, Westside K8 is rated in the green zone and ranked 25th out of 313 combination schools across the state. Total suspensions we are rated 260/313 and 11/ 66 in Osceola County. According to this data, we plan to lower the consequence rate of suspension including in-school suspensions from 20-21 rate of 35% to under 31%.
Year 20-21:
155 OSS
159 ISS
How will this happen?
• Identify high flyers from 20-21 and implement behavior plans and interventions early in the school year.
• Lower elementary – identify using Panorama and teacher input, and monitor behaviors and problem solve using MTSS, counseling, and placement. Support teachers with teaching social skills, SEL, and classroom structures to alleviate early behaviors biweekly in character development elective as well as in small group as needed.
• Make sure that consequences directly address the negative behavior and teach the expected behavior.
Monitoring will occur monthly through the Stocktake Process.

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.

Emotional Regulation relates to a student's ability to identify their emotions, use self-soothing techniques, and regulate strong emotional behaviors that would disrupt the classroom. Students with high emotional regulation can anticipate issues before they happen, calm themselves down, and communicate and healthily deal with their emotions. Because of the events of the last year and the switch back to face-to-face learning, we as a School Counseling team are predicting high anxiety levels, specifically relating to social anxiety, peer relationships, academic achievement, and Covid-anxiety in the student population. In anticipation of this, we want to focus on emotional regulation from the first day of school and continue implementing interventions throughout the year.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Guidance Counselors, Deans and Teachers will implement Mindful Monday, small group therapies, restorative justice, and check-ins with students. In addition we have added a bi-monthly rotation of all K-5 students through a Character Education course focused on needs identified by Panorama.

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities	$0.00
2	III.A.	Areas of Focus: Leadership: Leadership Development	$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
4	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
5	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
6	III.A.	Areas of Focus: Instructional Practice: Science	$0.00
		Total:	$0.00