Westside Elementary School

2021-22 Schoolwide Improvement Plan

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Westside Elementary School

5400 APPLEGATE DR, Spring Hill, FL 34606

https://www.hernandoschools.org/wes

Demographics

Principal: Kristina Stratton

Start Date for this Principal: 7/19/2014

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: A (63%) 2016-17: B (59%)
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 Hernando County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](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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Westside Elementary School

5400 APPLEGATE DR, Spring Hill, FL 34606

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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)
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	39%

School Grades History

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

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SIP Authority

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Purpose and Outline of the SIP

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

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

Every student, every day!

School Leadership Team

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

Name	Position Title	Job Duties and Responsibilities
Stratton, Kristina	Principal	Supervise all aspects of the school's educational program Assume responsibility for development, implementation and evaluation of curriculum designed to better meet needs of students Take action to increase student achievement scores on standardized tests Assume responsibility in the development, revision, implementation and evaluation of the School Improvement Plan Maintain high standard of student conduct and enforces discipline, according to due process rights to students Assume responsibility for the implementation and observance of all board policies and regulations by the school's staff and students Take action to build effective teams within the school Effectively communicate with staff, students, parents and community groups Establish and maintain a positive collaborative relationship with students' families to increase student achievement Work with stakeholders to establish goals that are congruent with the school's continuous improvement efforts Assume responsibility for the safety and administration of the school facilities Act as a liaison between the school and community and encourage community participation in school life Assume responsibility for assisting with hiring, training, supervising and evaluating school personnel Make decisions regarding the effectiveness of employee performance including recommending dismissal when necessary Conduct meetings of the staff for proper functioning of the school Establish and maintain individual professional development plans linked to student performance and clearly-defined training activities that result in better student performance Assume responsibility for the preparation and management of the school budget Delegate authority and responsibility to appropriate personnel to insure that school activities and programs are effectively supervised and implemented Use a systematic process to receive and provide feedback about the progress of work being done Sustain focus and attention to detail PRINCIPAL

Name	Position Title	Job Duties and Responsibilities
		Perform other duties as assigned by the Assistant Superintendent of Teaching and Learning and/or designee
Kublick, Dana	Assistant Principal	Assist in the development and coordination of class schedules and school activities Collaborate with administration and staff in writing, implementing and monitoring the School Improvement Plan Assist with implementing and monitoring the curriculum Assist in monitoring and maintaining student discipline throughout the school Assist the principal in the overall administration of the school Assume responsibility of the principalship in the absence of the principal Assist with support, supervision and evaluation of staff as requested by the principal Use group process skills to enable staff members to work together effectively Work with teachers to increase student achievement scores on standardized tests Assist with maintaining the safety of students, staff and the school plant Use a systematic process to receive and provide feedback about the progress of work being done Establish open and effective communication with staff, PTA, School Advisory Committees and community groups to increase involvement, provide information and coordinate efforts to meet school goals Consider multiple perspectives and utilize available data when making decisions or recommendations for program changes and development Perform other duties as assigned by the principal and/or designee
LaPlatney, Deana	Other	Assist in the coordination of all services and programs including screening and identification processes, further assessment, evaluation and assignment of children in appropriate strategies and/or programs Serve as chairperson of student services committees as needed Support and assist classroom teachers in implementing teaching strategies, identifying appropriate activities, organizing and managing the classroom, selecting materials and identifying specific needs of children; supervise teacher assistants in implementing strategies Provide leadership in curriculum development, implementation and

Name	Position Title	Job Duties and Responsibilities
		evaluation Plan and conduct inservice for teachers and teacher assistants Maintain accurate data and prepare such reports as required by the district and state; assist with entry and withdrawal of students, attendance procedures and other record-keeping as needed Monitor and provide assistance in meeting the instructional staff competencies; assist with program evaluation Assist in providing parental involvement activities and parent education, and act as a parent liaison Assist in communication of information and research relative to elementary curriculum and programs Establish and facilitate articulation within and across grade levels including pre-kindergarten and middle schools Attend local, regional and state meetings as required Perform other duties as assigned by the principal and/or designee
Mercer, Brenda	Other	Coordinate the overall federal, state, district and school-based student assessment, accountability and progress monitoring programs Maintain student assessment and progress monitoring records for state and district mandated testing Maintain and support strict confidentiality of student records and data Prepare and deliver inservice training for school staff on testing and the use of progress monitoring and reporting programs Coordinate the distribution and interpretation of test results within and between schools Report testing results and trends to faculty and other stakeholders Assist all stakeholders in the use of data to influence the School Improvement Plan and drive instruction Perform other duties as assigned by the principal and/or designee
Stanina, Nicole	School Counselor	Design, implement and evaluate interventions for students experiencing learning and behavioral difficulties through active involvement in the Student Support Team and consultation with school personnel Assess students' needs through interviews of students, parents and school personnel Provide a written report of assessments and referrals and/or interventions

Name	Position Title	Job Duties and Responsibilities
		Assist school teams with Functional Behavior Assessments and plans Assist school teams in determinations of eligibility for specific programs such as protection under Section 504, Individuals with Disabilities Education Act (IDEA) and manifestation determinations Act as liaison with schools and families to increase understanding of students' needs and appropriate interventions Provide direct services to students via individual and/or group counseling Provide inservice training to school personnel and parents Serve as a member of district and school crisis teams and provide services in response to crises Assist in developing policies and procedures in response to district-wide needs Sustain focus and attention to detail Perform other duties as assigned by the Director of Student Services and/or designee
Dasilva-Serrano, Brittney	Teacher, K-12	

Demographic Information

Principal start date

Saturday 7/19/2014, Kristina Stratton

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.*

3

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.*

9

Total number of teacher positions allocated to the school

43

Total number of students enrolled at the school

520

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

2

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

0

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	83	73	78	98	65	98	0	0	0	0	0	0	0	495
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	1	0	0	0	0	0	0	0	1
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 FSA ELA assessment	0	0	0	13	12	15	0	0	0	0	0	0	0	40
Level 1 on 2019 statewide FSA Math assessment	0	0	0	8	18	10	0	0	0	0	0	0	0	36
Number of students with a substantial reading deficiency	18	7	16	38	11	39	0	0	0	0	0	0	0	129
	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	8	2	11	0	0	0	0	0	0	0	21

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	10	0	2	15	0	0	0	0	0	0	0	0	0	27
Students retained two or more times	0	0	0	2	0	1	0	0	0	0	0	0	0	3

Date this data was collected or last updated
Wednesday 8/18/2021

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	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	1	0	0	0	0	0	0	0	0	0	0	0	1
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	13	12	15	0	0	0	0	0	0	0	40
Level 1 on 2019 statewide Math assessment	0	0	0	8	18	10	0	0	0	0	0	0	0	36

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	6	2	0	0	0	0	0	0	0	0	0	0	0	8
Students retained two or more times	0	0	0	0	1	0	0	0	0	0	0	0	0	1

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	104	90	95	120	93	111	0	0	0	0	0	0	0	613
Attendance below 90 percent	9	11	12	9	8	9	0	0	0	0	0	0	0	58
One or more suspensions	1	3	1	1	4	4	0	0	0	0	0	0	0	14
Course failure in ELA	10	4	6	1	1	1	0	0	0	0	0	0	0	23
Course failure in Math	0	0	0	1	0	0	0	0	0	0	0	0	0	1
Level 1 on 2019 statewide ELA assessment	0	0	0	13	12	15	0	0	0	0	0	0	0	40
Level 1 on 2019 statewide Math assessment	0	0	0	8	18	10	0	0	0	0	0	0	0	36

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	4	3	3	4	4	0	0	0	0	0	0	0	19

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	6	2	1	14	0	0	0	0	0	0	0	0	0	23
Students retained two or more times	0	0	0	1	0	1	0	0	0	0	0	0	0	2

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				56%	54%	57%	59%	55%	56%
ELA Learning Gains				62%	53%	58%	58%	53%	55%
ELA Lowest 25th Percentile				67%	52%	53%	51%	51%	48%
Math Achievement				64%	58%	63%	77%	62%	62%
Math Learning Gains				52%	57%	62%	66%	53%	59%
Math Lowest 25th Percentile				56%	48%	51%	56%	43%	47%
Science Achievement				66%	54%	53%	73%	58%	55%

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	54%	57%	-3%	58%	-4%
Cohort Comparison						
04	2021					
	2019	53%	59%	-6%	58%	-5%
Cohort Comparison		-54%				
05	2021					
	2019	57%	52%	5%	56%	1%
Cohort Comparison		-53%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	69%	62%	7%	62%	7%
Cohort Comparison						
04	2021					
	2019	53%	62%	-9%	64%	-11%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison		-69%				
05	2021					
	2019	62%	54%	8%	60%	2%
Cohort Comparison		-53%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	64%	55%	9%	53%	11%
Cohort Comparison						

Grade Level Data Review - Progress Monitoring Assessments

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

iReady reading and math diagnostic assessments will be used in all grade levels to monitor progress in reading and math.
NWEA will be used in grades 3-5 to monitor progress in Science.

Grade 1				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	16/12%	23/31%	51/68%
	Economically Disadvantaged	16/12%	23/31%	51/68%
	Students With Disabilities	0/0%	0/0%	3/38%
	English Language Learners	1/50%	1/50%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	14/16%	23/19%	39/51%
	Economically Disadvantaged	14/16%	23/19%	39/51%
	Students With Disabilities	0/0/%	1/13%	0/0%
	English Language Learners	1/50%	1/50%	0/0%

Grade 2				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	4/8%	15/19%	33/47%
	Economically Disadvantaged	4/8%	15/19%	33/47%
	Students With Disabilities	1/10%	1/10%	3/30%
	English Language Learners	0/0%	0/0%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	6/7%	10/13%	17/20%
	Economically Disadvantaged	6/7%	10/13%	17/20%
	Students With Disabilities	2/20%	1/10%	3/30%
	English Language Learners	0/0%	0/0%	0/0%

Grade 3				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	9/15%	21/31%	26/41%
	Economically Disadvantaged	9/15%	21/31%	26/41%
	Students With Disabilities	0/0%	0/0%	1/11%
	English Language Learners	0/0%	0/0%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	1/1%	3/5%	31/45%
	Economically Disadvantaged	1/1%	3/5%	31/45%
	Students With Disabilities	0/0%	0/0%	2/22%
	English Language Learners	0/0%	0/0%	0/0%

Grade 4				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	10/13%	18/22%	28/34%
	Economically Disadvantaged	10/13%	18/22%	28/34%
	Students With Disabilities	0/0%	1/6%	2/12%
	English Language Learners	0/0%	0/0%	0/0%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	1/1%	9/11%	31/36%
	Economically Disadvantaged	1/1%	9/11%	31/36%
	Students With Disabilities	0/0%	0/0%	1/6%
	English Language Learners	0/0%	0/0%	0/0%

Grade 5				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	5/8%	13/20%	18/25%
	Economically Disadvantaged	5/8%	13/20%	18/25%
	Students With Disabilities	0/0%	0/0%	1/7%
	English Language Learners	0/0%	1/25%	1/25%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	5/5%	13/18%	22/27%
	Economically Disadvantaged	5/5%	13/18%	22/27%
	Students With Disabilities	0/0%	1/7%	1/7%
	English Language Learners	0/0%	0/0%	1/25%
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	27/32%	54/65%	NA
	Economically Disadvantaged	27/32%	54/65%	NA
	Students With Disabilities	0/0%	0/0%	NA
	English Language Learners	0/0%	0/0%	NA

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	23	61		43	53		50				
ELL	20										
BLK	18			18							
HSP	47	75		40	47		40				
MUL	73			64							
WHT	51	62	80	64	38	30	63				
FRL	47	60	64	50	44	50	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	41	53	60	41	56	53	64				
ELL	27			36							
BLK	42	53		58	60		50				
HSP	41	65	80	49	48	60	46				
MUL	63			59							
WHT	62	64	67	70	52	59	73				
FRL	52	60	68	58	51	53	64				

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

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	55
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	383
Total Components for the Federal Index	7

ESSA Federal Index	
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	46
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	20
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	18
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	50
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	69
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	55
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	54
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?

Based on iReady AP3 progress monitoring, Westside students struggle with Math content areas (Numbers and Operations (45% proficient); Algebra and Algebraic Thinking (44% proficient)).

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

FSA Math learning gains (39%), a decline of 13% from the 2018-2019 data. FSA Math lower quartile learning gains (37%), a decline of 19% from the 2018-2019 data. iReady AP3 progress monitoring indicated low performance for our lower quartile students (58% - one grade level below and 37% - two or more grade levels below).

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

Teachers will focus on planning for differentiation for all subjects and lessons. Through the development of new lesson plan templates and increasing collaborative planning among teachers in all grade levels, students will be exposed to a variety of lessons and learning opportunities within the classroom.

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

FSA ELA lower quartile learning gains (79%) an increase of 12% from the 2019-2020 data.

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

An increased focus on professional development was implemented. Teachers focused on collaborative lesson planning for standards-based and differentiated instruction within the classrooms. Through the use of effective MTSS systems for grouping students and monitoring progress, teachers were able to better meet the needs of students through data and interventions. Teachers used standards-based formative assessments to drive instruction and monitor progress, reviewing student misconceptions and making changes to instructional practices frequently. The SBLT implemented a program for mentoring students to increase attendance and subsequent performance on progress monitoring assessments. ELA teachers in primary grade levels completed Heggerty training to implement early reading strategies for language development and increased reading skills in grades K and 1.

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

In order to accelerate learning, teachers will focus on students in the top quartile to increase exposure to advanced content in reading and math. Teachers will focus on collaborative lesson planning to create quality lessons with standards-based instruction and assessments. Teachers will have the opportunity to complete LETRS training to be within the requirements for reading instruction, as well as to provide appropriate interventions to retained students and those not yet reaching proficiency.

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.

Teachers in all grade levels will attend Wonders ELA training to review the new curriculum and implement lessons in ELA classrooms that align to the standards, curriculum guide, and appropriate pacing. Teachers will complete LETRS training to maintain,effective ELA strategies and implement new strategies to meet the varied needs of students. Mathematics teachers will work with the district math coach to review and implement the 5 Mathematical Practices.

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

Effective accountability systems,

Part III: Planning for Improvement

Areas of Focus:

#1. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Social Emotional Learning was identified as an area of focus based on results from the 2021 Student Engagement Survey. Our team identified the questions with the lowest positive response. 70.3% of students surveyed felt comfortable talking to a friend about problems at school and 77.8% of students surveyed felt that their friends think school is important.
Measurable Outcome:	The percentage of students feeling comfortable talking to friends about problems will increase from 70.3% to 80%. The percentage of students that feel their friends think school is important will increase from 77.8% to 83%.
Monitoring:	Core Team will participate in Morning Meet Up meetings daily. Core members will rotate grade levels weekly. Admin will check Sanford Harmony binder during walkthroughs.
Person responsible for monitoring outcome:	Dana Kublick (kublick_d@hcsb.k12.fl.us)
Evidence-based Strategy:	Sanford Harmony is a Pre-K - 6th grade social and emotional learning program that helps teachers and students establish strong relationships within the classroom. It targets the development of social skills by focusing on peer relationship processes through the use of activities, lessons, games, and stories.
Rationale for Evidence-based Strategy:	Sanford Harmony targets the development of social skills through the use of activities, lessons, games, and stories that students can easily relate to. In addition, the use of the Sanford Harmony Meet Up program seeks to establish empathy within the classroom and build strong peer relationships, thus eliminating cliques among students.

Action Steps to Implement

School wide training will occur during Pre School week in order for teachers to be introduced to Sanford Harmony and establish understanding of the program.

Person Responsible Dana Kublick (kublick_d@hcsb.k12.fl.us)

Master schedule will include a designated time for SEL school-wide. Reminder announced daily during morning announcements.

Person Responsible Dana Kublick (kublick_d@hcsb.k12.fl.us)

Sanford Harmony binders with lesson plan templates and step by step instructions for the daily Meet Up activity will be created and given to homeroom teachers.

Person Responsible Nicole Stanina (stanina_n@hcsb.k12.fl.us)

At least one administrator and one school social worker will attend the Sanford Harmony Train the Trainer program in order to be provided with the information needed to implement the program school wide.

Person Responsible Dana Kublick (kublick_d@hcsb.k12.fl.us)

Team Leaders and Administration will review attendance and behavior/discipline data once monthly to monitor the success of the Sanford Harmony program and make appropriate changes as needed.

Person Responsible Dana Kublick (kublick_d@hcsb.k12.fl.us)

Once monthly, a "Tiger Club" will be held during Early Release days in which students identified as having significant behavioral and disciplinary issues will engage in games, lessons, activities, and stories related to Sanford Harmony and appropriate social skills within the classroom.

Person Responsible   Nicole Stanina (stanina_n@hcsb.k12.fl.us)

Administration and Core Team will participate in the morning Meet Up program with each grade level in order to engage with students and ensure that the program is being completed with fidelity. Admin participation will also establish positive rapport with students and assist in fostering more open and healthy communication with adults.

Person Responsible   Dana Kublick (kublick_d@hcsb.k12.fl.us)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Math was identified as an area of need based on iReady average proficiency. Currently, the average typical growth for students in grades K-5 is 60%. Based on iReady math data, the average score in Numbers and Operations was 45% proficient. The average score in Algebra and Algebraic Thinking was 44% proficient.
Measurable Outcome:	In the 2020-21 school year, the average annual typical growth was 60% in grades K-5. For the 2021-22 school year, the average annual typical growth will increase to 75%.
Monitoring:	Teachers will use iReady AP1, AP2, and AP3 to focus on areas necessary for improvement. After each AP assessment, data will be reviewed for growth and proficiency. iReady reports will assist in creating appropriate intervention and support groups focused on similar skills.
Person responsible for monitoring outcome:	Brenda Mercer (morris_b@hcsb.k12.fl.us)
Evidence-based Strategy:	Teachers will use Reflex Math and Frax Math to increase fluency. Teachers will utilize the iReady Teacher Toolbox and Prerequisites to assist in creating differentiated learning groups. Professional development will be scheduled with the District Math Coach to continue The 5 Mathematical Processes training started during the 2020-2021 school year. Teachers will use available technology to increase student engagement, with the use of interactive Promethean boards, student laptops, and the variety of programs provided to students.
Rationale for Evidence-based Strategy:	Teachers noted growth among students using Reflex and Frax during independent learning stations. Students math fact fluency grew using these programs and built foundational skills and automaticity with addition and subtraction, multiplication and division, and foundational fractions skills, knowledge, and mastery.

Action Steps to Implement

Professional development for iReady Prerequisite report. Teachers will review the Prerequisite Report to build spiral review, lesson activities, and interventions needed to build foundational skills in math. The Prerequisite Report aids in creating meaningful spiral review lessons and assessments to close learning gaps in mathematics. Additionally, teachers will be able to group students according to skills focus and need, creating homogeneous groups for instruction, differentiation, and support in small group and interventions in MTSS.

Person Responsible	Dana Kublick (kublick_d@hcsb.k12.fl.us)

Teachers in all grade levels will use ReflexMath and FraxMath to build fact fluency in addition and subtraction, multiplication, and fractions. Student mastery reports will be used to celebrate progress within the program and mastery of important skills.

Person Responsible	Brenda Mercer (morris_b@hcsb.k12.fl.us)

Allocation of one ESE teacher per grade level will provide student supports in all grade levels throughout the instructional block. The ESE teacher will be an integral part of the instructional team, pulling small groups during whole and small group instruction, focusing on areas of struggle as reported by iReady and class data, and providing students strategies to build their own skills and close gaps.

Person Responsible   Kristina Stratton (stratton_k@hcsb.k12.fl.us)

Continue "5 Mathematical Practices" professional development sessions with the District math coach. Periodic PD helps build instructional strategies aligned to the standards, and provides different ways to break instruction down for meeting varied student needs.

Person Responsible   Dana Kublick (kublick_d@hcsb.k12.fl.us)

After each iReady AP assessment, admin will meet with teams to review scores and typical growth distribution report. Teachers will complete class data analysis forms to identify student growth needs and deficits, and plan for small group instruction and/or interventions.

Person Responsible   Kristina Stratton (stratton_k@hcsb.k12.fl.us)

#3. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Based on ELA FSA, the percent of students who were proficient in ELA. 3rd from 54% to 44%, Grade 4 from 53% to 50%, and Grade 5 from 57% to 50%. The data also shows that the learning gains in 2021 on FSA were higher than they have been since the initial year of FSA, 64% in overall gains and 79% in Lower Quartile gains. Implementation of a new reading series and new ELA standards in grades K-5. iReady results from AP3, typical growth, and FSA ELA scores are all factors related to this area of focus. The percentage of students below Level 3 on the 2021 statewide, standardized English Language Arts assessment: Grade 3 (56%) Grade 4 (50%) Grade 5 (50%). The percentage of students in Kindergarten through Grade 3, based on 2020-2021 end of the year screening (iReady AP3) who are not on track to score a level 3 or above on the standardized English Language Arts Assessment: K
Measurable Outcome:	iReady data from AP1, AP2, and AP3 will be evaluated throughout the school year. Teachers will use iReady AP1, AP2, and AP3 to focus on areas necessary for improvement. After each AP assessment, data will be reviewed for growth and proficiency. iReady reports will assist in creating appropriate intervention and support groups focused on similar skills. 75% of students will meet their typical growth on iReady AP3.
Monitoring:	The English Language Arts progress will be monitored using various tools. Student progress will be monitored through iReady AP1, AP2, and AP3. Progress will be measured by lesson pass rates, overall achievement level, typical and stretch growth, and standards mastery. Additionally, student formative assessments will be reviewed weekly in English Language Arts with a focus on the instructional implication moving forward. Students who are below grade level or have an area of deficit in reading will receive interventions appropriate to their needs. The response to intervention will be evaluated regularly during MTSS review team meetings and during MTSS problem solving meetings. The lesson plans will be reviewed weekly be administration and the implementation of the lesson plans will be reviewed using the walkthrough tool by administration. Collaborative planning sessions will focus on strong ELA core instruction with high student engagement and differentiated instruction to meet the needs of all students during small group instruction.
Person responsible for monitoring outcome:	Kristina Stratton (stratton_k@hcsb.k12.fl.us)
Evidence-based Strategy:	Teachers will be collaboratively plan for strong core instruction using the new curriculum resources. The focus of the planning will be to analyze data to plan for strong core instruction with high student engagement and differentiated instruction to meet the needs of all students during small group instruction.
Rationale for Evidence-based Strategy:	Previous data shows an increase in learning gains, but not in overall proficiency. Collaborative lesson planning to plan for core instruction will ensure that all students are engaged in rigorous, standards-based instruction. Differentiated, small group, instruction will be based on formative assessment data, the iReady instructional groupings report, and classroom assessment data.

Action Steps to Implement

Develop lesson plan templates with a focus on differentiated instruction, teacher led small groups, and student engagement. Collaborative lesson planning will occur weekly in each grade level.

Person Responsible	Kristina Stratton (stratton_k@hcsb.k12.fl.us)

District Reading Coach will meet and facilitate planning with grades K-5 providing support as teachers learn the new ELA curriculum and reading benchmarks. The reading coach will provide PD as needed.

Person Responsible   Kristina Stratton (stratton_k@hcsb.k12.fl.us)

Administration will meet with teams weekly to discuss/plan/analyze formative data, iReady data, and lesson plans.

Person Responsible   Kristina Stratton (stratton_k@hcsb.k12.fl.us)

iReady growth data will be reviewed AP1, AP2, and AP3 to ensure that students are on track to meet their typical growth goal. This data will be displayed in our PLC room to problem solve around throughout the school year.

Person Responsible   Kristina Stratton (stratton_k@hcsb.k12.fl.us)

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.

Westside Elementary reported 0.2 incidents per 100 students. When compared to all elementary schools statewide, it falls into the low category. In the area of Violent Incidents and Property Incidents, Westside had zero incidents in both areas. In the area of Drug/Public Order Incidents, Westside had one reported incident. Discipline data is reviewed monthly at the School Based Leadership Team meetings as well as the school's PBS committee meetings.

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.

Westside Elementary puts a strong emphasis on building a strong, positive culture among our staff, students, and families throughout the school year. Staff, student, and parent surveys are conducted each year to provide input to school administration to improve upon all aspects of the school. These results are reviewed by stakeholders; including our SAC committee, Title I Parent committee, and our School Based

Leadership Team.

This year, in an effort to improve student to student, and student to staff relationships, Westside has implemented Sanford-Harmony social-emotional lessons daily. Students and staff will have the opportunity to check in daily with their peers. Through these check-ins, students will learn how to build and strengthen genuine relationships with their peers.

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

Students are involved in a variety of ways to help build positive culture and increase school performance. Students have the opportunity to participate in Tiger Clubs, Student Council, Safety Patrol, and the Newspaper Club. Students are also provided the opportunity, in fourth and fifth grade, to participate in Student Delegates, as well as participating in elective classes to enrich their educational experiences through CAPE Digital Tool classes.

Staff communicate with stakeholders in a variety of ways. At the start of this school year, staff participated in a Community Outreach Adventure, where they had the opportunity to visit with community neighbors, our business partners, and our local EMS services. Staff also had the opportunity to go into the community to visit our students in their homes and provide much needed school supplies to ensure that our students had a successful start to the school year.

During the 2020-2021 school year, a school equity team was created to ensure that all students had opportunities to be successful and close the achievement gap. This team reviews data monthly, develops action plans, and shares information with all stakeholders. This team also works closely with students through a mentorship program to ensure that all students have the opportunity to be successful in school and build positive relationships with school staff.

Part V: Budget

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

1	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	$0.00
2	III.A.	Areas of Focus: Instructional Practice: Math	$0.00
3	III.A.	Areas of Focus: Instructional Practice: ELA	$0.00
		Total:	$0.00