

Hendry County Schools

# Westside Elementary School



## 2021-22 Schoolwide Improvement Plan

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## Westside Elementary School

205 ARROYO AVE, Clewiston, FL 33440

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

### Demographics

**Principal: Sarah Sanchez**

Start Date for this Principal: 1/19/2021

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

## School Board Approval

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

## SIP Authority

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

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

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

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

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

## Purpose and Outline of the SIP

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

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### 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	86%

### School Grades History

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

### School Board Approval

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### SIP Authority

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

<https://www.floridacims.org>.

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

Westside Warriors are Learning and Leading the Warrior Way.

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

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

Take initiative

Respect Everyone

Inspire Others

Believe I Can

Excel in All I do

### School Leadership Team

#### Membership

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

Name	Position Title	Job Duties and Responsibilities
Sanchez, Sara	Principal	<ol style="list-style-type: none"> <li>1. Teacher recruitment</li> <li>2. Instructional leader responsible for all curriculum</li> <li>3. Building Operational responsibilities</li> <li>3. Progress Monitoring</li> <li>4. School Finance</li> <li>5. Parent Liaison</li> <li>6. Lead PLCs (agenda and notes)</li> </ol>
Massey, Taylor	Assistant Principal	<ol style="list-style-type: none"> <li>1. Teacher recruitment</li> <li>2. Instructional leader responsible for all curriculum</li> <li>3. Building Operational responsibilities</li> <li>3. Progress Monitoring</li> <li>4. School Wide Discipline</li> <li>5. Oversight of school maintenance team</li> <li>6. Lead PLCs (agenda and notes)</li> <li>7. Assist with technology</li> </ol>

### Demographic Information

#### Principal start date

Tuesday 1/19/2021, Sarah Sanchez

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

2

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

3

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

35

**Total number of students enrolled at the school**

454

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

8

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

8

### 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	74	65	65	77	62	81	0	0	0	0	0	0	0	424
Attendance below 90 percent	37	26	30	24	20	19	0	0	0	0	0	0	0	156
One or more suspensions	0	0	0	2	1	0	0	0	0	0	0	0	0	3
Course failure in ELA	1	1	3	17	2	6	0	0	0	0	0	0	0	30
Course failure in Math	0	1	3	18	3	4	0	0	0	0	0	0	0	29
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	6	9	24	0	0	0	0	0	0	0	39
Level 1 on 2019 statewide FSA Math assessment	0	0	0	7	13	25	0	0	0	0	0	0	0	45
Number of students with a substantial reading deficiency	0	6	26	37	14	25	0	0	0	0	0	0	0	108

**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	1	3	19	6	12	0	0	0	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	1	0	1	7	0	1	0	0	0	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Wednesday 9/1/2021

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	3	6	2	24	19	0	0	0	0	0	0	0	56

**The number of students identified as retainees:**

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	2	3	6	2	24	19	0	0	0	0	0	0	0	56

#### The number of students identified as retainees:

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

## 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				51%	50%	57%	47%	46%	56%
ELA Learning Gains				53%	54%	58%	52%	52%	55%
ELA Lowest 25th Percentile				37%	50%	53%	38%	43%	48%
Math Achievement				58%	56%	63%	51%	53%	62%
Math Learning Gains				58%	62%	62%	61%	59%	59%
Math Lowest 25th Percentile				38%	45%	51%	46%	46%	47%
Science Achievement				39%	44%	53%	36%	44%	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	47%	47%	0%	58%	-11%
Cohort Comparison						
04	2021					
	2019	46%	48%	-2%	58%	-12%
Cohort Comparison		-47%				
05	2021					
	2019	49%	47%	2%	56%	-7%
Cohort Comparison		-46%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	53%	52%	1%	62%	-9%
Cohort Comparison						
04	2021					
	2019	69%	57%	12%	64%	5%
Cohort Comparison		-53%				
05	2021					
	2019	40%	53%	-13%	60%	-20%
Cohort Comparison		-69%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2021					
	2019	37%	41%	-4%	53%	-16%
Cohort Comparison						

### Grade Level Data Review - Progress Monitoring Assessments

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

Westside Elementary utilized iReady Diagnostic as the progress monitoring tool.

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	35	59	92
	Economically Disadvantaged	32	59	84
	Students With Disabilities	0	33	67
	English Language Learners	0	19	75
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	29	48	57
	Economically Disadvantaged	27	42	55
	Students With Disabilities	33	33	33
	English Language Learners	0	12	25
Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	19	50	27
	Economically Disadvantaged	20	27	49
	Students With Disabilities	20	20	50
	English Language Learners	21	29	50
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	9	11	33
	Economically Disadvantaged	12	21	34
	Students With Disabilities	0	20	50
	English Language Learners	14	10	11

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	14	37	46
	Economically Disadvantaged	19	22	39
	Students With Disabilities	14	14	14
	English Language Learners	13	13	33
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	2	10	25
	Economically Disadvantaged	8	8	28
	Students With Disabilities	0	0	17
	English Language Learners	7	7	33
Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	17	22	33
	Economically Disadvantaged	19	40	52
	Students With Disabilities	0	18	33
	English Language Learners	0	1	38
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	6	16	35
	Economically Disadvantaged	2	7	36
	Students With Disabilities	0	0	30
	English Language Learners	0	13	30

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	15	23	31
	Economically Disadvantaged	22	23	40
	Students With Disabilities	0	0	14
	English Language Learners	0	8	31
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	18	25	40
	Economically Disadvantaged	2	15	42
	Students With Disabilities	0	0	7
	English Language Learners	0	0	23
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students	0	1	11
	Economically Disadvantaged	0	1	11
	Students With Disabilities	0	0	19
	English Language Learners	0	0	10

## 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	34	25		47	45		18				
ELL	42	24		42	29		30				
BLK	31	21		36	21		36				
HSP	44	20		48	25	18	30				
WHT	42	43		42	38		38				
FRL	36	24	19	44	29	27	32				
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	38	33		42	31		27				
ELL	39	35	30	44	51	35	27				
BLK	53	55		60	58		33				
HSP	44	44	33	55	52	30	35				

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
WHT	61	75		61	75						
FRL	45	47	33	54	56	38	30				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	27	32	17	26	40	25	15				
ELL	31	35	29	32	52	47	36				
BLK	45	57		47	61	54	24				
HSP	48	55	46	51	60	43	48				
WHT	37	30		49	57		18				
FRL	47	52	39	51	60	38	36				

### 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	33
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	5
Progress of English Language Learners in Achieving English Language Proficiency	52
Total Points Earned for the Federal Index	261
Total Components for the Federal Index	8
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
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	37
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	29
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	34
Hispanic Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
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	42
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	33
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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?

The trend that emerged across the grade level, subgroups, and core content is our growth scores. The growth scores in all areas are extremely low.

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

The greatest need for improvement based on the 2019 state assessments is on student growth in all content areas.

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

We believe that the contributing factors for this need of improvement is the lack of small group instruction consistently throughout the school.

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

Based on progress monitoring and 2019 state assessment the most improved area was math achievement.

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

The leadership believes that the contributing factor for this improvement was the Math after school program that was targeted to focus on math achievement and small group instruction in the spring.

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

We believe that in order to accelerate learning we have to be intentional with our master schedule and ensure that small group instruction is a priority.

#### 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.

The professional development opportunities that will be provided at the school to support teachers and leaders will include weekly PLCs meeting with targeted focus on best practices for teaching, along with standard based planning with coaches or admin.

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

Additional services that will help us implement to ensure sustainability of improvement in the next year is the PLCS, standard based planning, intentional fluency practices, and data tracking.

## Part III: Planning for Improvement

**Areas of Focus:****#1. Instructional Practice specifically relating to ELA****Area of Focus  
Description  
and  
Rationale:**

Westside Elementary is performing below the state average in ELA achievement and learning gains.

**Measurable Outcome:**

By May 2022, Westside Elementary will achieve 55% proficiency in ELA . WES students will have 60% of students make learning gains in ELA.

**Monitoring:**

Westside leadership team will monitor iReady diagnostic assessments in ELA. This will allow the team to adjust the plan as needed based on data.

**Person responsible for monitoring outcome:**

Sara Sanchez (sanchezs@hendry-schools.net)

**Evidence-based Strategy:**

Teachers will attend weekly professional development sessions throughout the 21-22 school year. Topics will include; student engagement, student accountability talk, close reading, standard based planning, bell to bell instruction, and addiotnal best practices of teaching

**Rationale for Evidence-based Strategy:**

Providing teachers with instructional professional development and resources, classroom instruction will be effectively supported to ensure student learning and achievement.

**Action Steps to Implement**

1. During PLCs in the 21-22 school year. the admin team will meet with grade levels to discuss how to implement best practices.
2. Standard based planning will take place each month. A member of the admin team will assist with their planning sessions.
3. Teachers and students will track data and create an action with the leadership portfolio
4. The bottom quartile will be identified and provided with additional remedial instruction.
5. The admin team will conduct regular classroom walkthroughs during ELA instruction to ensure successful implementation of the evidence based strategies.
6. WIN time (intervention hour) will be implemented 4 times a week with push in support.
7. Increase students' fluency and practice in reading.

**Person Responsible**

Sara Sanchez (sanchezs@hendry-schools.net)

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

**Area of Focus Description and Rationale:** Westside Elementary is performing below the state average in MA achievement and learning gains.

**Measurable Outcome:** By May 2022, Westside Elementary will achieve 55% proficiency in Math. WES students will have 60% of students making learning gains in Math.

**Monitoring:** Westside leadership team will be monitoring iReady diagnostic assessments in MA. The assessments is given three times in a year.

**Person responsible for monitoring outcome:** Sara Sanchez (sanchezs@hendry-schools.net)

**Evidence-based Strategy:** Teachers will attend weekly professional development sessions throughout the 21-22 school year. Topics will include; gradual release model, anatomy of a lesson, components of the math block. and small group math instruction.

**Rationale for Evidence-based Strategy:** Providing teachers with instructional professional development and resources, classroom instruction will be effectively supported to ensure student learning and achievement.

**Action Steps to Implement**

1. During PLCs in the 21-22 school year. the admin team will meet with grade levels to discuss how to implement best practices.
2. Standard based planning will take place each month. A member of the admin team will assist with their planning sessions.
3. Teachers and students will track data and create an action with the leadership portfolio
4. The bottom quartile will be identified and provided with additional remedial instruction.
5. The admin team will conduct regular classroom walkthroughs during MATH instruction to ensure successful implementation of the evidence based strategies.
7. Increase students' fluency in math facts by utilizing Reflex .

**Person Responsible** Sara Sanchez (sanchezs@hendry-schools.net)

**Additional Schoolwide Improvement Priorities**

Using the [SafeSchoolsforAlex.org](https://www.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 SCHOOL-0161 reported 0.2 incidents per 100 students. This rate is less than the Statewide elementary school rate of 1.0 incidents per 100 students..**

**Students are taught the school expectations throughout the year. Teachers are expected to teach and model expectations. Discipline procedures always include a reminder of the school expectations.**

**Behavior and discipline data is reviewed once a month by the admin team. This helps us monitor the lens of our school culture and environment. If discipline incidents are higher than usual, we review the culture and environment.**

### **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 has at least one family event per month that is either before or after work hours to connect with parents, families, and other stakeholders. These events span from data with donuts to a winter concert that supports our school mission and needs of students.

Please see our parental involvement plan for more detail

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

Leadership Team- Plan a monthly event for the teachers to promote positive culture and show how we appreciate the staff.

Lighthouse Team- Lighthouse team plans schoolwide monthly events. Events range from SAC committee- Lighthouse Parent team plans monthly family events, review budget and school goals. Student Lighthouse Team- Student lighthouse team plans monthly events for the student body and teachers.