Westridge Middle

2021-22 Schoolwide Improvement Plan

Table of Contents

Westridge Middle

3800 W OAK RIDGE RD, Orlando, FL 32809

https://westridgems.ocps.net/

Demographics

Principal: Nicole Jefferson

Start Date for this Principal: 6/9/2020

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
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)	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* English Language Learners* Asian Students Black/African American Students Hispanic Students White Students* Economically Disadvantaged Students
School Grades History	2018-19: C (43%) 2017-18: D (39%) 2016-17: C (42%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	[LaShawn Russ-Porterfield](#)
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 Orange 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.

Table of Contents

Westridge Middle

3800 W OAK RIDGE RD, Orlando, FL 32809

https://westridgems.ocps.net/

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)
Middle School 6-8	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	97%

School Grades History

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

School Board Approval

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

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.

With the support of families and the community, we create enriching and diverse pathways that lead our students. to success

Provide the school's vision statement.

To ensure every student has a promising and successful future.

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
Gonzalez, Dennis	Principal	Mr. Gonzalez will monitor the roles and responsibilities of all staff members in order to ensure appropriate implementation of and adherence to the school improvement plan areas of focus. As a result of an analysis of school-grade data components, Mr. Gonzalez will progress monitor school-wide student learning and teacher effectiveness related to identified Areas of Focus.
Haan, Destiny	Assistant Principal	Ms. Haan will monitor student engagement and student discipline through an active adoption of behavioral and academic systems within the multi-tiered systems of support (MTSS) framework. Ms. Haan will progress monitor student learning and teacher effectiveness in the sixth grade.
Vitulli, Emilio	Assistant Principal	Mr. Vitulli will monitor student engagement and student-discipline through an active adoption of behavioral and academic systems within the multi-tiered systems of support (MTSS) framework. Mr. Vitulli will progress monitor student learning and teacher effectiveness in the eighth grade.
Harper, Sarah	Assistant Principal	Ms. Harper will monitor student engagement and student discipline through an active adoption of behavioral and academic systems within the multi-tiered systems of support (MTSS) framework. Ms. Harper will progress monitor student learning and teacher effectiveness in the seventh grade.
Scott, Stephen	Instructional Coach	Mr. Scott will specifically support ELA/Reading teachers with an intense focus on pedagogical practice, lesson-planning, data-analysis, differentiation of instruction, collaborative learning structures, and student engagement strategies. Mr. Scott will be responsible for monitoring and supporting student achievement and learning gains in ELA.
	Instructional Coach	Ms. Reams will support all teachers with an intense focus on pedagogical practice. Ms. Reams will specifically focus support with lesson-planning, data-analysis, differentiation of instruction, collaborative learning structures, and student engagement strategies with first and second year teachers. Ms. Reams will be responsible for monitoring and supporting student achievement and learning gains in english language arts.

Demographic Information

Principal start date
Tuesday 6/9/2020, Nicole Jefferson

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.*

10

Total number of teacher positions allocated to the school

72

Total number of students enrolled at the school

1,253

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.

27

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	0	0	0	0	0	0	425	420	400	8	0	0	0	1253
Attendance below 90 percent	0	0	0	0	0	0	116	139	153	6	0	0	0	414
One or more suspensions	0	0	0	0	0	0	8	13	15	0	0	0	0	36
Course failure in ELA	0	0	0	0	0	0	75	56	135	5	0	0	0	271
Course failure in Math	0	0	0	0	0	0	67	56	93	3	0	0	0	219
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	107	96	115	5	0	0	0	323
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	92	101	131	4	0	0	0	328
Number of students with a substantial reading deficiency	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	129	125	189	6	0	0	0	449

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	4	5	7	0	0	0	0	16

Date this data was collected or last updated

Monday 7/26/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	449	404	415	0	0	0	0	1268
Attendance below 90 percent	0	0	0	0	0	0	57	60	70	0	0	0	0	187
One or more suspensions	0	0	0	0	0	0	12	25	44	0	0	0	0	81
Course failure in ELA	0	0	0	0	0	0	70	152	106	0	0	0	0	328
Course failure in Math	0	0	0	0	0	0	71	103	96	0	0	0	0	270
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	109	128	119	0	0	0	0	356
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	116	140	128	0	0	0	0	384

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	135	171	161	0	0	0	0	467

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	4	5	7	0	0	0	0	16

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	0	0	0	0	0	0	449	404	415	0	0	0	0	1268
Attendance below 90 percent	0	0	0	0	0	0	57	60	70	0	0	0	0	187
One or more suspensions	0	0	0	0	0	0	12	25	44	0	0	0	0	81
Course failure in ELA	0	0	0	0	0	0	70	152	106	0	0	0	0	328
Course failure in Math	0	0	0	0	0	0	71	103	96	0	0	0	0	270
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	109	128	119	0	0	0	0	356
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	116	140	128	0	0	0	0	384

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

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	0	0	0	135	171	161	0	0	0	0	467

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	4	5	7	0	0	0	0	16

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				31%	52%	54%	31%	52%	53%
ELA Learning Gains				42%	52%	54%	37%	50%	54%
ELA Lowest 25th Percentile				39%	45%	47%	34%	42%	47%
Math Achievement				35%	55%	58%	30%	53%	58%
Math Learning Gains				45%	55%	57%	36%	51%	57%
Math Lowest 25th Percentile				46%	50%	51%	34%	44%	51%
Science Achievement				29%	51%	51%	33%	51%	52%
Social Studies Achievement				43%	67%	72%	56%	68%	72%

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
06	2021					
	2019	33%	52%	-19%	54%	-21%
Cohort Comparison						
07	2021					
	2019	21%	48%	-27%	52%	-31%
Cohort Comparison		-33%				
08	2021					
	2019	29%	54%	-25%	56%	-27%
Cohort Comparison		-21%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	33%	43%	-10%	55%	-22%
Cohort Comparison						
07	2021					
	2019	19%	49%	-30%	54%	-35%
Cohort Comparison		-33%				
08	2021					
	2019	17%	36%	-19%	46%	-29%
Cohort Comparison		-19%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	25%	49%	-24%	48%	-23%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	39%	66%	-27%	71%	-32%

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	84%	63%	21%	61%	23%
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	91%	53%	38%	57%	34%

Grade Level Data Review - Progress Monitoring Assessments

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

ELA 6,7,8 I-ready
Math 6,7,8 I-ready
7th-grade Civics: District provided PMA
8th grade Science: District provided PMA

Grade 6				
English Language Arts	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	8	7	10%
	Economically Disadvantaged	6	6	10%
	Students With Disabilities	6	6	3%
	English Language Learners	3	2	5%
Mathematics	**Number/% Proficiency**	**Fall**	**Winter**	**Spring**
	All Students	4	5	11
	Economically Disadvantaged	3	5	11
	Students With Disabilities	3	9	6
	English Language Learners	1	3	7

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	6	10	7%
	Economically Disadvantaged	6	12	6%
	Students With Disabilities	4	3	3%
	English Language Learners	1	5	4%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	1	2	2
	Economically Disadvantaged	0	1	1
	Students With Disabilities	0	0	3
	English Language Learners	0	3	1
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students	47	47	52
	Economically Disadvantaged	46	48	55
	Students With Disabilities	40	35	31
	English Language Learners	33	35	36

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	10	13	8%
	Economically Disadvantaged	11	14	9%
	Students With Disabilities	0	6	5%
	English Language Learners	2	4	2%
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0	1	4
	Economically Disadvantaged	0	2	4
	Students With Disabilities	0	0	0
	English Language Learners	0	1	1
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	26	37	37
	Economically Disadvantaged	27	38	38
	Students With Disabilities	10	6	4
	English Language Learners	5	15	12

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	8	20	18	10	28	39	5	27			
ELL	17	33	34	25	42	52	8	34	52		
ASN	40	53		58	42						
BLK	33	40	31	35	44	47	32	51	68		
HSP	32	40	36	37	42	51	31	40	67		
MUL	18	10		33	33						
WHT	55	43		35	22			70			
FRL	31	38	32	36	42	46	31	47	68		
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	6	27	22	12	36	39	16	13			
ELL	20	39	39	28	40	42	16	30	76		

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
ASN	63	58		74	58				100		
BLK	32	43	36	33	43	45	27	43	80		
HSP	28	41	42	35	46	45	27	40	81		
WHT	37	38		41	54						
FRL	30	42	43	35	45	50	29	43	78		
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	5	15	18	12	27	24	3	22			
ELL	13	31	32	16	26	29	15	39	57		
ASN	67	43		62	57				82		
BLK	29	38	36	28	34	37	28	59	57		
HSP	30	35	31	29	35	31	36	53	66		
WHT	35	31		47	53						
FRL	30	37	35	29	34	34	34	57	61		

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	41
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	32
Total Points Earned for the Federal Index	411
Total Components for the Federal Index	10
Percent Tested	95%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	19
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	33
English Language Learners Subgroup Below 41% in the Current Year?	YES

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	48
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	43
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	40
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	24
Multiracial Students Subgroup Below 41% in the Current Year?	YES
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	45
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	41
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?

SWD and ELL students are not making gains in comparison to other students. Two areas of concern are the performance of these two subgroups: Students with Disabilities, 23%; ELL, 38%.

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

The greatest need for improvement in math achievement because Westridge scored a 35% in comparison to the district at 55%. The I-ready data for math from the beginning of the year to the end only increased by 3-5 points.

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

Based on walk-through data, teachers need more professional development in progress monitoring and adjusting curriculum on the spot. To address math achievement, we need to differentiate our lessons in order to remediate lower students in small group instruction and enrich higher achieving students. New actions such a heterogeneous grouping and support facilitation will be taken to address this need for improvement.

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

Math Lowest 25% had an increase of 12% from the prior year.

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

A new mathematics coach was hired to support teacher development. Additionally, sections of intensive mathematics were reintroduced as an intervention course for students struggling in mathematics. All intensive mathematics classes were blocked purposefully with their corresponding grade-level mathematics class and instructed by the same teacher.

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

Guidance hand scheduled students based on FSA scores to create heterogeneous classes to accelerate learning through collaborative structures. Tutoring after school will be offered to accelerate learning. In addition to tutoring, our MTSS process will progress monitor and analyze data to layer in supports for students during the school day. For example, students may be placed in a second "reading" or "math" class or may receive an increased amount of small-group instruction.

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.

Kagan training will be offered to all staff. Once a week we will focus on one of the high-yielding instructional strategies centered around ELLS and SWD. Twice a month PLC teams will meet to disaggregate data to develop strategies for remediation and enrichment. Teachers will also complete the universal design for learning training provided by the district.

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

Increasing the academic achievement of SWD and ELL is a priority. We are providing increased support and academic rigor to ESE and ELL programs, as well as progress monitoring, and layering in interventions as needed to ensure academic progress is made by all students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	We will be focusing on more students achieving learning gains in math as compared to student outcomes in 2020-2021. A "learning gain" is meant to approximate (at least) 1 year's worth of academic growth. Students of all abilities should make at least 1 year of growth in order to close learning gaps for students who are behind their same-aged peers and prevent learning gaps from occurring for students who are at or above grade level. Math learning gains were identified as a critical need as a focus on this component will impact all students. In order to maximize the efficacy of instruction and interventions, we will target subgroups of students with specific interventions. For example, students in the lowest 25% will be closely monitored and interventions and supports continually layered in as progress monitoring dictates. At the same time, we need to ensure that our high-performing students also make learning gains and continue to achieve at a high level, so will progress monitor them with targets commensurate to the corresponding FSA level needed to ensure a learning gain. We have two subgroups below 41% in the ESSA Federal Index for 2018-2019: Students with Disabilities (SWD) and English Language Learners (ELL). In progress monitoring math, and examining supports, services, and interventions, we will look carefully on a student-by-student basis to ensure that students in these ESSA-identified subgroups are making adequate progress and closing achievement gaps.
Measurable Outcome:	Our target is to move math learning gains on the Florida Standards Assessment (FSA) from 42% in 2020-2021 to 62% in 2021-2022. By moving overall learning gains to 62%, we will see a substantial increase in learning gains of the lowest 25% (previously 48%), SWD (previously 36%), and ELL (previously 40%).
Monitoring:	Progress monitor all math students based on common assessment data and i-Ready diagnostics, with particular emphasis on Low 25%, SWD, and ELL
Person responsible for monitoring outcome:	Dennis Gonzalez (dennis.gonzalez@ocps.net)
Evidence-based Strategy:	To achieve an increase in learning gains of 20% in math, we will reconfigure the Multi-Tiered System of Supports (MTSS) and tutoring options available to students. All students in the lowest 25%, as well as all students in the SWD and ELL subgroups will be invited to math tutoring. In order to accommodate the needs of students, teachers, and families, we will offer an array of tutoring opportunities which include: zero period (morning) tutoring, after-school tutoring, and virtual (distance) tutoring. In addition to tutoring, our MTSS process will progress monitor and analyze data to layer in supports for students during the school day. For example, students may be placed in a second "reading" or "math" class or may receive an increased amount of small-group instruction.
Rationale for Evidence-based Strategy:	Research has consistently shown that well-designed tutoring programs can be effective in improving children's academic skills. By increasing the frequency and duration that students, particularly students in lowest 25% and SWD/ELL subgroups, are engaged in small-group instruction with highly qualified teachers, we will likely see a corresponding increase in student achievement.

Action Steps to Implement

Invite, schedule, and track attendance of tutoring students (largely comprised of Low 25%, SWD, ELL).

Person Responsible Stephen Scott (stephen.scott@ocps.net)

Invite, schedule, and track attendance of tutoring students (largely comprised of Low 25%, SWD, ELL).

Person Responsible Stephen Scott (stephen.scott@ocps.net)

#2. Culture & Environment specifically relating to Social Emotional Learning	
Area of Focus Description and Rationale:	Build and establish a culture for social and emotional learning at our school with adults and students. Academic learning is enhanced when students have opportunities to interact with others and make meaningful connections to subject material. By ensuring that our school has a culture for social and emotional learning, we will address the following school needs: academic performance of our ESE and ELL subgroups, and learning gains of all students in math.
Measurable Outcome:	As a result of increased student proficiency with respect to SEL competencies, we will see a corresponding increase in the math achievement of students. Improved culture and climate will play a contributing factor in the expected 17 point increase in math learning gains.
Monitoring:	Classroom walkthrough trend data, evaluative instructional and leadership practice observational data, and school climate surveys are all ways we will monitor increased student proficiency with respect to SEL competencies.
Person responsible for monitoring outcome:	Dennis Gonzalez (dennis.gonzalez@ocps.net)
Evidence-based Strategy:	Use distributive leadership and social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise with all students. Our school will plan and implement two cycles of professional learning to provide training, opportunities for safe practice, and examination of impact data. Our school will monitor and measure the impact of our implemented professional learning through analysis of culture and climate survey data, needs assessments, classroom observations, and school environment observations. We will modify our plan of action as indicated by data, student needs, and adult needs.
Rationale for Evidence-based Strategy:	In order to achieve large-scale and sustainable improvement, it is necessary to invest in the collective capacity of a school building. To create a culture of social and emotional learning with adults and students, it is critical to harness the professional skills and leadership capabilities of everyone in the school. Through a distributive leadership model, our school will strengthen the team dynamics necessary to collectively support positive organizational improvement and change. Research indicates that for sustainable improvement efforts to be realized, collective ownership is necessary. Through a distributive leadership model, our school can implement efficient and sustainable continuous improvement practices that will support the social, emotional, and academic development of every student.

Action Steps to Implement	

Identify student social and emotional learning needs to prepare for academic instruction
Determine cognitive and conative strategies that align with the standard
Interpret standards and student needs to intentionally integrate aligned instructional strategies

Person Responsible	Dennis Gonzalez (dennis.gonzalez@ocps.net)

Identify strategies to support family engagement based on Panorama Family Members Survey - Barriers to Engagement that relates to strengthening communication, building community, and creating connections such as:

Strengthening Communication

Create and facilitate opportunities to welcome families and introduce key staff (back to school night, Open House, principal breakfast)

Develop a school-wide digital communication outreach plan to inform students and families of how they can connect to the school events and resources

Person Responsible   Destiny Haan (destiny.haan@ocps.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.

According to safeschoolsforalex.org, Westridge middle school was ranked 303 out of 553 middle/ junior schools statewide in to 2019-2020 school year. Westridge had 3.5 total incidents per 100 students. In 2019-2020 school year Westridge Middle school had 47 in school suspensions due to minor behavioral infractions and 96 out of school suspensions due to more serious incidents. Westridge Middle school has a low total reported suspensions of 143 for the 2019-2020 school year. Westridge is ranked 198 out of 553 statewide.

School-based leadership will monitor school referrals bi-weekly through skyward reports, as well as have a monthly meeting to discuss all discipline items.

Our primary focus will be to lower the number of in school suspensions by actively increasing student engagement in standards-based learning by building and maintaining student relationships and positive learning environments.

Teachers will engage students in learning to decrease instances of negative student behavior through the implementation of collaborative learning structures and student response rate management strategies in order to increase student learning gains and proficiency.

Teachers will implement collaborative learning structures and student response rate management strategies in order to engage students in learning and decrease instances of negative student behavior.

School climate survey results and classroom walkthrough trend data reveal a need for a focus on student engagement in order to improve the educative experience for all subgroups of students.

The school-based leadership team will provide focused generative non-evaluative feedback to teachers in order to support teacher adoption and appropriate use of authentic engagement strategies.

School-based leadership will provide incentives for students exhibiting positive behavior in the classroom throughout the school day resulting in a decrease in referrals and classroom disruptions.

The school-based leadership team will increase restorative practices amongst students and staff so every child knows to come to an adult on campus when they are in need of help. The school based leadership team will create behavior plans with the support of parents and teachers to accommodate students in need

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.

In order to establish a positive school culture and climate, all schools engage in ongoing, district-wide professional learning on leveraging social and emotional learning as well as leadership for student success. Through a distributive leadership model, schools use social and emotional learning to strengthen team dynamics and collaboration in order to build academic expertise in all students. Through this professional learning, schools across the district use the CASEL Core Competencies as a common language to support a positive culture of social and emotional learning and connect cognitive and conative strategies to support student success. A core team of teachers and administrators from each school, which includes a mental health designee, attend this district-wide professional learning throughout the year. The core team works with a broader school team and is charged with personalizing and implementing professional learning for staff and families, based on school and community needs. School leadership teams collaborate with students, staff, and families, through processes such as the School Advisory Council, to reflect on implementation and determine next steps. Development of positive culture and environment is further enhanced through school-based and district-wide opportunities focused on building capacity in families to support continuous school improvement and student success. Schools strategically utilize staff to bridge the community and school, connect families with resources, and build a culture for authentic family engagement in school staff.

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

We value the input and experience of all stakeholders, both internal and external to Westridge MS. As such, we proactively seek out partnerships within the community and invite them to join us for events and to participate within School Advisory Council (SAC).

We also survey our internal stakeholders (teachers, parents, families) throughout the year to ensure that we are identifying areas of growth and meeting the academic, social, cultural, and social-emotional needs of everyone.

School Administration: Improve school staff resources to create a welcoming school environment, understand and value the importance of parent and family engagement, and maintain a strong school-to-home partnership.

Secondary Engagement Liaison: Improve the ability of staff to work with parents and families to improve collaboration.

ESE and Guidance department provides resources and assists families with homeless education, retention, counseling services, behavioral support services, and exceptional education services.

Parents and families are involved in planning, review, and improvement of Title 1 programs, including involvement in the decision-making of how funds for Title 1 will be used.

Part V: Budget

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

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