

School District of Osceola County, FL

# Westside K 8 School



## 2022-23 Schoolwide Improvement Plan

---

## Table of Contents

---

<b>School Demographics</b>	<b>3</b>
<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>14</b>
<b>Planning for Improvement</b>	<b>19</b>
<b>Positive Culture &amp; Environment</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

# Westside K 8 School

2551 WESTSIDE BLVD, Kissimmee, FL 34747

www.osceolaschools.net

## Demographics

Principal: Henry Santiago

Start Date for this Principal: 6/5/2022

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Combination School PK-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2021-22 Title I School</b>	Yes
<b>2021-22 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	90%
<b>2021-22 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 Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2021-22: C (50%) 2018-19: B (56%) 2017-18: B (57%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Central
<b>Regional Executive Director</b>	<a href="#">Lucinda Thompson</a>
<b>Turnaround Option/Cycle</b>	N/A
<b>Year</b>	
<b>Support Tier</b>	
<b>ESSA Status</b>	TSI
* 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 Osceola County School Board.

## SIP Authority

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

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

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

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

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

---

## Table of Contents

---

<b>Purpose and Outline of the SIP</b>	<b>4</b>
<b>School Information</b>	<b>7</b>
<b>Needs Assessment</b>	<b>14</b>
<b>Planning for Improvement</b>	<b>19</b>
<b>Title I Requirements</b>	<b>0</b>
<b>Budget to Support Goals</b>	<b>0</b>

## Westside K 8 School

2551 WESTSIDE BLVD, Kissimmee, FL 34747

www.osceolaschools.net

### School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Combination School PK-8	Yes	90%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	81%

### School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

### School Board Approval

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

### SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

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

### Purpose and Outline of the SIP

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

## Part I: School Information

### School Mission and Vision

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

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

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

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

### School Leadership Team

**Membership**

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Azis, Kimberly	Reading Coach	Attend each PLC for middle school ELA, Provide PD on new standards and curriculum, daily classroom walkthroughs, model lessons as needed, help teachers plan standards based lessons, organize and distribute resources to teachers, analyze data monthly and report out to Stocktake meetings, plan and coordinate literacy nights for families, provide Reading interventions to students as needed.
Burg, Brittany	Staffing Specialist	As the Resource Compliance Specialist, I am the LEA and scheduler for all IEP meetings. I continuously check IEP dates to make sure they are scheduled within compliance. I review all IEPs/Matrix/Prior Written Notice before finalizing to ensure they are legally compliant. I send home all documentation after meetings. I train all ESE Teachers on compliance, writing IEPs, and effectively working inside classroom. I work with General Education teachers to show them how to work with their ESE students, and VE teachers using research-based strategies in the classroom. I create systems/standards (ESE binder, IEP checklist, Accommodation Log, expectations) for all ESE in order to help them and their students be successful. I work with the MTSS Specialist and School Psychologist to identify and gain consent for students who may be eligible for the ESE program. I coordinate and plan with administration in order to hold all teacher accountable to their ESE students. I monitor and report on ESE data, watching for glows and grows in areas of classroom teachers and VE teachers. I inform all ESE teachers of the updated information coming from district and administration in weekly emails.
Coombes, Austin	School Counselor	Individual Counseling, Group Counseling, 504 evaluations, Gifted evaluations, Student of the Month, Honor Roll, Warrior Store Coordination, Classroom Guidance, Scheduling, Career planning
Confesor, Sarah	Assistant Principal	Assistant principal responsibilities for middle school and curriculum operations.
Martin, Elena	Math Coach	<ul style="list-style-type: none"> <li>• Focused on student achievement by working with teachers to ensure quality implementation of mathematics.</li> <li>• Provide opportunities for professional development in mathematics, high quality mathematics instruction, and data interpretation involving teachers.</li> <li>• Support and assist classroom teachers in assessing the specific mathematics needs of students and develop appropriate, differentiated instruction.</li> </ul>



Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> <li>• Facilitate implementation of appropriate mathematics curriculum by providing technical assistance and on-going support for teachers as they identify and implement authentic learning activities and materials.</li> <li>• Implement effective teaching strategies, evaluate student progress, and participate in student screening and progress-monitoring. curriculum and strategies.</li> <li>• Serve as coach, mentor, and conduct on-going classroom observations of mathematics instruction.</li> </ul>
Mcclintock, Julie	Curriculum Resource Teacher	<p>As the MTSS Coach, I am responsible for supports for each student at Westside K8. I complete PD on the MTSS process with each teacher so they know what the expectation is for implementing interventions and/or enrichment daily in their classrooms. I complete three formal Data Chats with teachers each year at which time we analyze data and determine if the interventions are successful. If not, we determine new interventions to implement. I track student data and determine what next steps should happen. I hold Problem Solving Team meetings weekly to discuss students and their data and needs. I analyze the data to determine what groups should be targeted for tracking and intensive interventions. I work closely with our school psychologist and RCS to determine how best to support teachers and students as well as parents. I schedule and hold parent meeting to discuss their child's data and supports as well as how to assist at home and what our next steps will be. I attend parent conferences with teachers and model effective parent conferences for the teachers. I am in charge of documentation for all students under T2 and T3 and organizing those documents. In addition, I hold retention meetings at start of year with teachers and as the year goes on make sure teachers are communicating possibilities with parents. I am responsible for all MTSS paperwork for MTSS packets which includes T3 Data graphs, WSGA's, and evaluation paperwork. I am a member of the Threat Assessment team that meets monthly. In addition, I create all intervention and enrichment groups for academics, behavior, SEL and attendance in the digital platform EduClimber. This includes entry dates, exit dates, interventions utilized, and any additional information needed.</p>
Rodriguez, Noricely	Assistant Principal	Assistant principal responsibilities for grades 3-5 school and curriculum operations.
Sanabria, Lissie	ELL Compliance Specialist	Ensure Compliance of school-wide English Language Learners Program.
Santiago, Henry	Principal	Ensure school curriculum and operations aligns to the vision and mission of Westside. Provide clear goals for all stakeholders in achieving school improvement.

Name	Position Title	Job Duties and Responsibilities
Sullivan, Patricia	Reading Coach	<p>As the K-5 ELA Literacy Coach I</p> <ul style="list-style-type: none"> <li>• organize and distribute K-5 ELA resources and materials</li> <li>• attend Grade level Planning Meetings and PLCs</li> <li>• assist teachers to analyze data and district CUPS to plan standards-based instructional lessons</li> <li>• provide PD on current B.E.S.T. standards and curriculum programs</li> <li>• do classroom visits and walkthroughs</li> <li>• model instruction</li> <li>• organize and coordinate teachers to visit other classrooms to observe instruction</li> <li>• provide interventions to students</li> <li>• coordinate and track Grade 3 Portfolio testing and student results</li> <li>• analyze data and report progress at School Based Stocktake and Leadership meetings</li> <li>• attend District Literacy Coach Meetings</li> <li>• attend to other duties deemed necessary by Administration</li> </ul>
Swiderski, Kristi	Science Coach	<ul style="list-style-type: none"> <li>• Maintain, order, and distribute science manipulatives and curriculum.</li> <li>• Support science teachers K-8 in implementing science instructional strategies, classroom organization, and inquiry-based science lessons.</li> <li>• Maintain and analyze science data during district progress monitoring and NWEA assessments.</li> <li>• Use science data to help teachers drive instruction.</li> <li>• Report out science data, goals, and action steps at monthly Stocktake meetings.</li> <li>• Work as a mentor with the TSL program to support new teachers with standards-based planning and SEL implementation in their classrooms.</li> <li>• Develop and provide science PD as needed based on teacher need. - Push in and pull students for science interventions</li> </ul>
Towers, Esther	Assistant Principal	Assistant principal responsibilities for grades K-2 school and curriculum operations.
Wade, Jacqueline	Instructional Media	Media Center, Library Materials for teachers and students, textbook check-out, Picture Days, Book Fair, Social Media, Morning Announcements, Laminating, assistant to State Testing, student helpers (TAs), Bookmark Buddies (TBD), Battle of the Books, Middle School Lunch, Morning Library
Cowen, Amanda	Instructional Coach	District and state test coordination, Device management (1:1 initiative), Mentor, New staff onboarding, New Teacher Support, Instruction and curriculum support, PLC Lead, School City and NWEA platform management

Name	Position Title	Job Duties and Responsibilities
Melendez, Christine	School Counselor	Individual Counseling, Group Counseling, 504 evaluations, Gifted evaluations, Student of the Month, Honor Roll, Warrior Store Coordination, Classroom Guidance, Scheduling, Career planning
Wilson, Vashti	School Counselor	Individual Counseling, Group Counseling, 504 evaluations, Gifted evaluations, Student of the Month, Honor Roll, Warrior Store Coordination, Classroom Guidance, Scheduling, Career planning
Sanford, Kevin	Dean	Manage SEL on campus by (1) responding to disciplinary incidents and patterns with appropriate interventions, (2) monitoring disciplinary data and school climate to inform decision-making and (3) working with staff to improve consistency of approach and application of policies to students
Escanellas Jordan, Mariedith	Dean	The Dean of Students is directly responsible to the principal, with broad responsibilities to supervise school discipline data, and ensure and promote school safety. Serves as a liaison between and among the principal, teachers, student body, and members of the community

### Demographic Information

#### Principal start date

Sunday 6/5/2022, Henry Santiago

**Number of teachers with a 2022 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.*

4

**Number of teachers with a 2022 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.*

25

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

116

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

1,688

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

25

Identify the number of instructional staff who joined the school during the 2022-23 school year.

27

## Demographic Data

### Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	155	178	197	198	200	208	187	183	181	0	0	0	0	1687
Attendance below 90 percent	54	45	50	53	38	53	22	39	38	0	0	0	0	392
One or more suspensions	2	1	0	0	0	3	2	5	3	0	0	0	0	16
Course failure in ELA	0	0	0	0	0	0	0	2	1	0	0	0	0	3
Course failure in Math	0	0	0	0	0	0	0	1	1	0	0	0	0	2
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	17	48	67	67	53	69	0	0	0	0	321
Level 1 on 2022 statewide FSA Math assessment	0	0	0	14	61	82	74	72	67	0	0	0	0	370
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level who have 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	0	0	6	14	31	11	24	24	0	0	0	0	112

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year		7	9	4	17	0	1	0	0	1	0	0	0	39
Students retained two or more times		0	0	0	1	0	0	0	1	0	0	0	0	2

Date this data was collected or last updated

Wednesday 9/14/2022

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators		0	0	0	4	5	25	1	5	2	0	0	0	42

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year		9	10	2	17	3	0	2	2	0	0	0	0	45
Students retained two or more times		0	0	0	0	1	1	1	2	0	0	0	0	5

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	4	5	25	1	5	2	0	0	0	0	42

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	9	10	2	17	3	0	2	2	0	0	0	0	0	45
Students retained two or more times	0	0	0	0	1	1	1	2	0	0	0	0	0	5

## 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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	41%	51%	57%				48%	56%	61%
ELA Learning Gains	52%	53%	55%				53%	57%	59%
ELA Lowest 25th Percentile	46%	45%	46%				51%	55%	54%
Math Achievement	35%	46%	55%				47%	52%	62%
Math Learning Gains	49%	54%	60%				54%	55%	59%
Math Lowest 25th Percentile	44%	51%	56%				46%	49%	52%
Science Achievement	42%	48%	51%				46%	49%	56%
Social Studies Achievement	69%	68%	72%				76%	75%	78%

### 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
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	43%	51%	-8%	58%	-15%
Cohort Comparison		0%				
04	2022					
	2019	41%	51%	-10%	58%	-17%
Cohort Comparison		-43%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					
	2019	36%	48%	-12%	56%	-20%
Cohort Comparison		-41%				
06	2022					
	2019	43%	48%	-5%	54%	-11%
Cohort Comparison		-36%				
07	2022					
	2019	32%	47%	-15%	52%	-20%
Cohort Comparison		-43%				
08	2022					
	2019	44%	49%	-5%	56%	-12%
Cohort Comparison		-32%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
01	2022					
	2019					
Cohort Comparison						
02	2022					
	2019					
Cohort Comparison		0%				
03	2022					
	2019	42%	54%	-12%	62%	-20%
Cohort Comparison		0%				
04	2022					
	2019	44%	53%	-9%	64%	-20%
Cohort Comparison		-42%				
05	2022					
	2019	40%	48%	-8%	60%	-20%
Cohort Comparison		-44%				
06	2022					
	2019	30%	45%	-15%	55%	-25%
Cohort Comparison		-40%				
07	2022					
	2019	31%	30%	1%	54%	-23%
Cohort Comparison		-30%				
08	2022					
	2019	34%	47%	-13%	46%	-12%
Cohort Comparison		-31%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2022					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	30%	45%	-15%	53%	-23%
Cohort Comparison						
06	2022					
	2019					
Cohort Comparison		-30%				
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	36%	42%	-6%	48%	-12%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	62%	38%	67%	33%
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	71%	73%	-2%	71%	0%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	93%	49%	44%	61%	32%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	44%	56%	57%	43%

### Subgroup Data Review



2022 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 2020-21	C & C Accel 2020-21
SWD	14	33	33	20	37	36	18	36			
ELL	34	51	51	31	46	36	38	69	69		
ASN	70	73									
BLK	32	53	40	31	53	45	30	56			
HSP	39	51	47	32	47	40	38	71	76		
MUL	60	75		55	78		71				
WHT	46	50	32	45	48	52	52	70	77		
FRL	36	48	44	30	47	46	39	61	80		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	21	34	35	23	55	67	24	45			
ELL	35	58	55	34	47	57	38	64	54		
ASN	57			71							
BLK	41	63		33	35		50	71			
HSP	38	56	52	34	45	52	42	68	59		
MUL	61	47		44	22		83				
WHT	55	58	50	52	47	62	60	80	76		
FRL	40	54	47	36	39	45	47	69	60		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	45	41	16	47	40	13	25			
ELL	35	51	50	39	52	46	30	59	89		
BLK	45	61	50	40	58	54	36	70			
HSP	44	49	51	40	50	44	40	69	85		
MUL	47	43		48	57		57				
WHT	56	60	50	62	63	54	55	93	84		
FRL	44	50	52	40	51	48	38	68	81		

### ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	60
Total Points Earned for the Federal Index	514

ESSA Federal Index	
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	31
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	3
English Language Learners	
Federal Index - English Language Learners	49
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	72
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	50
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	68
Multiracial Students Subgroup Below 41% in the Current Year?	NO

Multiracial Students	
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	55
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	49
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

### Part III: Planning for Improvement

#### 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?

Westside's ESE subgroup is achieving well below the school and district average in all content areas for the third year in a row.

#### What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

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

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

The drastic differences in student exceptionalities with each class lead to a lack of student success. Building the capacity of teachers and staff to accommodate and modify assignment based on student needs will support IEP's of each student .

#### What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Westside Math Gains had an increase of 5% to the prior year.

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

Strategic intervention on Math standards throughout the year led to the increase. We will review data and create an intervention calendar for review and reteaching of standards.

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

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

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

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

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

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

**Areas of Focus**

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

**#1. Instructional Practice specifically relating to Professional Learning Communities**

<b>Area of Focus Description and Rationale:</b> Include a rationale that explains how it was identified as a critical need from the data reviewed.	Professional Learning Communities-Student achievement will be positively affected if teachers plan and work together to create a common assessments and lessons for power standards and strands within their content area.
<b>Measurable Outcome:</b> State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	The data shows that PLCs are not operating consistently at a high level on the Seven Stages Rubric and formative assessment data throughout the year. This impacts student achievement as there are inconsistencies within delivering the curriculum in each subject area. Through the PLC process, student gains will be 5% in all content areas.
<b>Monitoring:</b> Describe how this Area of Focus will be monitored for the desired outcome.	Achievement will be monitored through district based assessments throughout the school year. PLC 7 stages reflection surveys.
<b>Person responsible for monitoring outcome:</b>	Amanda Cowen (amanda.cowen@osceolaschools.net)
<b>Evidence-based Strategy:</b> Describe the evidence-based strategy being implemented for this Area of Focus.	Research states PLCs entail whole-staff involvement in a process of intensive reflection upon instructional practices and desired student benchmarks, as well as monitoring of outcomes to ensure success. PLCs enable teachers to continually learn from one another via shared visioning and planning, as well as in-depth critical examination of what does and doesn't work to enhance student achievement.
<b>Rationale for Evidence-based Strategy:</b> Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.	All ELA, Reading, Math, Science, Civics, and US History PLCs will be at Stage 5 on the PLC Seven Stage Rubric by May, 2020 as assessed by the Principal using the Seven Stage Rubric and format data. ELA, Math, proficiency and gains will increase by 5% in all sub groups. Science proficiency will increase by 5% in all sub groups Social Studies proficiency will increase by 5% in all sub groups.

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

**Description**

1. Assign one leadership team member to oversee each PLC.
2. PLC Teams page created for each PLC. Keeping all data, lesson plans and PLC notes in a central location.
3. Schools PLC's teams will meet each month during early release and on two individual planning periods a month, for the purpose of assessing, analyzing, reflecting and revising plans on course progression of individual student's needs as a Collaborative team.
4. Principal and assistant principal (s) will conduct daily walkthroughs of PLC teams to

ensure they are progressing through the PLC Seven Stages Rubric of an effective PLC.  
 5. Full day planning sessions will be provided during Quarter 1 and Quarter 3. PD will be provided on W.I.C.O.R. during quarter one training. Quarter 3 will depend on teacher needs.

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

6. Administration, PLC Lead, and PLC Guided Coalition will meet to discuss all accountability area collaborative teams, to ensure time is being used effectively and to evaluate the level of each PLC Team weekly.
7. PLC Seven Stages rubric will be used to measure Pre - Mid - End of school year progress of the PLC teams by the Principal. With the addition of formative assessment scores for Math, ELA, Social Studies, and Science PLCs.
8. School Stocktake will take place monthly to report progress to the Principal on the Area of Focus.

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

**#2. Positive Culture and Environment specifically relating to Culture and Environment**

**Area of Focus Description and Rationale:**  
Include a rationale that explains how it was identified as a critical need from the data reviewed.

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

**Measurable Outcome:**  
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Outcome:  
We will increase the emotional regulation in Elementary to 50% and Middle School to 48% by the end of school year 2023.

**Monitoring:**  
Describe how this Area of Focus will be monitored for the desired outcome.

:  
We will use data from the Panorama survey and Needs Assessment to identify and track cohorts of students. Our Needs Assessment and Panorama Survey will provide data to assist with identifying students who score low and show a need of additional emotional support.

**Person responsible for monitoring outcome:**

Austin Coombes (austin.coombes@osceolaschools.net)

**Evidence-based Strategy:**  
Describe the evidence-based strategy being implemented for this Area of Focus.

Classroom, one-on-one, and small group lessons will be delivered on emotional regulation. Additionally, weekly teambuilding and classbuilding activities will be supplied to teacher to help students regulate their emotions in class through the building of classroom culture and interpersonal relationships.

**Rationale for Evidence-based Strategy:**  
Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Counseling groups will provide the feedback necessary to improve classroom and school conditions as well as provide individual support to students who need additional intervention. Panorama is a researched-based instrument that collects student's feedback to help school counselors identify their social-emotional needs. We will complement the Panorama Survey with a Needs Assessment and Pre and Post Survey to monitor student

growth.

Kagan, S. Teaching for Character and Community.  
Educational Leadership, 2001, 59(2),  
50-55

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

#### Person Responsible

Austin Coombes (austin.coombes@osceolaschools.net)

Start group counseling sessions with high needs students.

#### Person Responsible

Austin Coombes (austin.coombes@osceolaschools.net)

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

#### Person Responsible

Austin Coombes (austin.coombes@osceolaschools.net)

Post Secondary Culture-Westside will implement School-wide AVID. We will offer an AVID Elective k-8 and promote college and career readiness.

#### Person Responsible

Austin Coombes (austin.coombes@osceolaschools.net)



**#3. Instructional Practice specifically relating to ELA**

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Student engagement impacts long-term retention of information, which will lead to proficiency in grade-level academics. Research supports that higher student engagement increases students' attention and focus, motivates them to practice higher-level critical thinking skills, and promotes more meaningful learning experiences. It encourages students to learn more and thus promotes individual growth.

**Measurable Outcome:**  
**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

ELA proficiency in grades K-8 will increase by 4% as measured by statewide or district assessments.

**Monitoring:**  
**Describe how this Area of Focus will be monitored for the desired outcome.**

ELA proficiency will be monitored through FAST assessments.

**Person responsible for monitoring outcome:**

Patricia Sullivan  
 (patricia.sullivan@osceolaschools.net)

**Evidence-based Strategy:**  
**Describe the evidence-based strategy being implemented for this Area of Focus.**

Introduce effective collaborative and technology strategies to support an interactive classroom. (Kagan structures, Collaborative Small Groups, Guided Reading, Interactive Class Tech Tools, Curriculum-aligned digital tools)

**Rationale for Evidence-based Strategy:**  
**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

Using Kagan structures increases the number of students participating and provides equity which impacts student achievement. According to Hattie, the use of collaboration in the classroom brings about a .59 effect size, and authentic engagement offers a .48 effect size. Hattie effect size list - 256 Influences Related To Achievement (visible-learning.org)

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

**Person Responsible**

Patricia Sullivan  
(patricia.sullivan@osceolaschools.net)

100% integrity in utilizing Benchmark's high quality ELA instructional materials as evidenced in the curriculum unit plans.

Kindergarten Open Court implementation of print and book awareness, letter recognition, phonological and phonemic awareness, decoding phonics, fluency, and vocabulary and language development.

First Grade Open Court Implementation of letter/book/print awareness, phonemic awareness, decoding phonics and inflectional endings, fluency rate and accuracy, and vocabulary and language development.

Second Grade Open Court Implementation of decoding phonics/ work analysis, fluency: rate, accuracy, and prosody, and vocabulary and language development.

T1 and T2 students engage in 20 min on Lexia Core 5 1 day/week during station rotation.

T3 students engage in 20 mins on Lexia Core 5 2 days/week during station rotation.

RISE reading for T2

Pre-Teaching strategies for T2

**Person Responsible**

Patricia Sullivan  
(patricia.sullivan@osceolaschools.net)

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

**Person Responsible**

Kimberly Azis  
(kimberly.azis@osceolaschools.net)

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

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

tudents who are proficient in grade level academic will continue the trajectory of postsecondary success.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Increase K-8 math achievement by 4% as measured by district and state assessments.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Math achievement will be monitored through district based assessments throughout the school year.

**Person responsible for monitoring outcome:**

Elena Martin  
 (elena.martin@osceolaschools.net)

Implement effective technology strategies to support an interactive classroom.

Use of standards-based instruction.

Identifying model classrooms for the instructional rounds.

Use of research based instructional strategies through the use of inquiry-based mathematics.

Implementation of cooperative learning and guided instruction.

Implementation of exploration, procedural reliability and procedural fluency by incorporating daily use of math manipulatives

Standards based instruction ensures all students have access to the grade level material at

the intended rigor. Using Kagan structures (cooperative learning) increases the number of students participating and provides equity which impacts student achievement.

According

to Hattie, the use of collaboration in the classroom brings about a .59 effect size.

Hattie

effect size list - 256 Influences Related To Achievement (visible-learning.org)

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

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

**Action Steps to Implement**

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

**Person Responsible**

Elena Martin  
(elena.martin@osceolaschools.net)

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

**Person Responsible**

Elena Martin  
(elena.martin@osceolaschools.net)

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

**Person Responsible**

Elena Martin  
(elena.martin@osceolaschools.net)

**#5. Instructional Practice specifically relating to Science**

**Area of Focus Description and Rationale:**  
**Include a rationale that explains how it was identified as a critical need from the data reviewed.**

Increase achievement in science. Students who are proficient in grade level academics will continue the trajectory of post-secondary success.

**Measurable Outcome:**

**State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.**

Increase in science proficiency by 5% as measured by statewide or EOC exams.

**Monitoring:**

**Describe how this Area of Focus will be monitored for the desired outcome.**

Science proficiency will be monitored by district and state assessments such as NWEA, and other district and state assessments.

**Person responsible for monitoring outcome:**

Kristi Swiderski  
 (kristine.swiderski@osceolaschools.net)

**Evidence-based Strategy:**

**Describe the evidence-based strategy being implemented for this Area of Focus.**

Increase the use of research-based, engaging, instructional strategies (Kagan Cooperative Learning, 5E model, ADI, inquiry-based learning)  
 Use of standards-based instruction.  
 Developing model science classrooms for instructional rounds.  
 Introducing effective technology strategies to support interactive classrooms.  
 Standards based instructional ensures all students will have access to the grade level material at the intended level of rigor.  
 Research based instructional strategies increase student engagement. Using Kagan cooperative learning structures increases the number of students participating and provides equity which impacts student achievement.  
 According to Hattie, the use of collaboration in the classroom brings about a .59 effect size, and authentic engagement offers a .48 effect size. Hattie effect size list - 256 Influences Related To Achievement (visible-learning.org)  
 The effective use of technology provides access to all students, and offers in terms of process and product, which aligns to the Universal Design for Learning which

**Rationale for Evidence-based Strategy:**

**Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.**

promotes  
multi-modal and multi-faceted learning.  
CAST (2018). Universal Design for  
Learning  
Guidelines version 2.2. Retrieved from  
<http://udlguidelines.cast.org>

### Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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

#### Person Responsible

Kristi Swiderski  
([kristine.swiderski@osceolaschools.net](mailto:kristine.swiderski@osceolaschools.net))

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

#### Person Responsible

Kristi Swiderski  
([kristine.swiderski@osceolaschools.net](mailto:kristine.swiderski@osceolaschools.net))

Monitor achievement levels with ongoing district and NWEA assessments

#### Person Responsible

Kristi Swiderski  
([kristine.swiderski@osceolaschools.net](mailto:kristine.swiderski@osceolaschools.net))

## 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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

### Describe how the school addresses building a positive school culture and environment.

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

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

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