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Westridge Middle

3800 W OAK RIDGE RD, Orlando, FL 32809

<https://westridgems.ocps.net/>

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

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, Stakeholder Involvement and SIP Monitoring

School Leadership Team

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Jefferson, Nicole	Principal	<ul style="list-style-type: none"> - Develops, implements, and monitors the school improvement plan (SIP) in collaboration with the school leadership team and stakeholders. - Tracks progress toward school improvement goals. - Oversees and coordinates schoolwide operations. - Supports and provides guidance to teachers in implementing effective teaching strategies. - Observes classroom instruction, conducts teacher evaluations, and provides feedback. - Promotes ongoing professional learning and growth among faculty and staff members. - Monitors and analyzes student achievement data to identify areas for improvement. - Implements strategies to enhance student performance and close achievement gaps. - Ensures the establishment and enforcement of a positive and respectful school climate. - Collaborates with the school advisory council (SAC), parent-teacher association (PTA) and student government association (SGA) and engages all stakeholders in the school's strategic plan for improvement, school activities and decision-making. - Implements and enforces discipline policies consistently and fairly. - Collaborates with counselors, social workers, and support staff to provide comprehensive student support services. - Addresses the needs of students with disabilities and English language learners. - Ensures compliance with ESE program requirements and implementation of ESE classroom accommodations. - Oversees the school's budget, including resource allocation for instructional materials, technology, and staffing. - Monitors expenditures and ensures financial accountability. - Implements and maintains safety and security protocols to ensure the well-being of students and staff. - Coordinates emergency response procedures including safety drill and threat management. - Oversees and coordinates all maintenance and custodial activities. - Oversees and participates in the planning and organization of school events, extracurricular activities, and special programs. - Ensures compliance with state and district policies, regulations, and reporting requirements. - Prepares and submits reports as needed to district and state authorities. - Collaborates with community organizations and agencies to leverage resources and support for students and families.

Name	Position Title	Job Duties and Responsibilities
Vitulli, Emilio	Assistant Principal	<ul style="list-style-type: none"> - Develops, implements, and monitors the school improvement plan (SIP) in collaboration with the school leadership team and stakeholders. - Tracks progress toward school improvement goals. - Conducts teacher evaluation and performance assessments. - Provides instructional leadership and support to teachers, promoting effective teaching practices. - Observes classroom instruction and provides feedback to teachers for continuous improvement. - Facilitates and supports the functioning of ELA, Reading and Social Studies teams. - Promotes collaboration and data-driven decision-making within PLCs. - Oversees and coordinates investigations into alleged professional misconduct and ethical violations. - Participates and conducts interviews for hiring faculty and staff. - Develops and maintains the teacher master schedule, which includes assigning teachers to classes and ensuring optimal distribution of teaching assignments. - Designs and oversees the student class schedule, taking into account student course requests, needs, and the availability of instructional resources. - Contributes to the development of school safety and emergency preparedness planning and ensures that instructional staff are informed and trained in emergency response procedures. - Oversees the process of grade submission and calculation, including progress report and report card generation and distribution. - Ensures accurate FTE calculation following district and state guidelines. - Prepares for and cooperates with FTE audits and verification processes to maintain accurate records. - Oversees and coordinates the administration of state-mandated assessments and district-level assessments ensuring compliance with state and district requirements for testing including scheduling and accommodations.

Guillaume, Fabiola	Assistant Principal	<ul style="list-style-type: none"> - Develops, implements, and monitors the school improvement plan (SIP) in collaboration with the school leadership team and stakeholders. - Tracks progress toward school improvement goals. - Conducts teacher evaluation and performance assessments. - Provides instructional leadership and support to teachers, promoting effective teaching practices. - Observes classroom instruction and provides feedback to teachers for continuous improvement. - Facilitates and supports the functioning of Math and Science teams.
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Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> - Promotes collaboration and data-driven decision-making within PLCs. - Supports the needs of English language learners (ELLs) by collaborating with ESOL teachers, district program specialists, and school-based compliance specialist. - Ensures compliance with ESOL program requirements and implementation of ESOL classroom accommodations. - Maintains and edits school website regularly. - Collaborates with IT staff to ensure the availability and functionality of technology resources. - Oversees and coordinates investigations of all Title IX related-complaints following state guidelines and procedures. - Oversees and coordinates investigations into alleged professional misconduct and ethical violations. - Oversees and coordinates all parent engagement events and activities. - Oversees and coordinates school fundraisers, students extra-curricular activities, incentives and field trips. - Oversees and coordinates all school-based health events and clinic activities. - Oversees and coordinates student enrollment and registration. - Participates and conducts interviews for hiring faculty and staff. - Participates in emergency preparedness planning and ensures that instructional staff are informed and trained in emergency response procedures.
<p>Rainey, Sean</p>	<p>Curriculum Resource Teacher</p>	<ul style="list-style-type: none"> - Manages and oversees the school's MTSS program, ensuring alignment with state and district guidelines. - Develops and implements strategies to support all students, including those at-risk or with diverse needs. - Collects and analyzes academic, behavioral, and attendance data to identify students who may benefit from MTSS interventions. - Uses data to inform decision-making and track student progress. - Collaborates with teachers, counselors, and support staff to provide support to students within the MTSS framework. - Facilitates the orientation and onboarding process for new teachers, including an introduction to the school culture, policies, and procedures. - Collaborates with new teachers to develop individualized professional development plans. - Conducts classroom observations to provide constructive feedback on teaching strategies, classroom management, and instructional delivery. - Assists new teachers in understanding and aligning curriculum to state standards.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> - Identifies and recommends relevant professional development opportunities, workshops, and conferences for new teachers. - Assists new teachers with accessing available district resources, instructional materials and trainings. - Coordinates school-wide after school tutoring program. - Participates in emergency preparedness planning and ensures that instructional staff are informed and trained in emergency response procedures.
<p>Reams, Ashley</p>	<p>Instructional Coach</p>	<ul style="list-style-type: none"> - Collaborates with teachers to align ELA and Reading curriculums with state standards and educational goals. - Identifies and implements best practices in ELA and Reading instruction. - Provides ongoing training and professional development opportunities for ELA and Reading teachers. - Observes classroom instruction and provides feedback to teachers. - Offers one-on-one coaching and support to help teachers improve their teaching methods. - Assists teachers in differentiating instruction to meet the diverse needs of students. - Analyzes student performance data to identify trends and areas of improvement. - Collaborates with teachers to set goals and develop strategies for improving student achievement in ELA and Reading. - Develops and implements effective assessment strategies for evaluating student progress. - Uses assessment data to make data-driven decisions for instruction. - Recommends and manages instructional resources and focus calendar for ELA and Reading instruction. - Conducts small group instruction sessions to target specific skills and concepts. - Develops clear intervention plans with specific goals and measurable objectives to track student improvement. - Provides daily instruction in ELA.
<p>Colon, Marilyn</p>	<p>Parent Engagement Liaison</p>	<ul style="list-style-type: none"> - Maintains regular and proactive communication with parents and guardians through various channels, such as emails, messaging systems, and phone calls. - Maintains community event calendar and provide updates on school events, activities, and important dates. - Organizes and promotes events that encourage parental involvement, such as open houses, family nights, and school health events. - Attends and supports committee meetings. - Offers assistance to non-English speaking parents, including translation services if necessary.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> - Helps parents understand school policies, procedures, and expectations. - Maintains records of parent engagement activities and interactions. - Attends training and professional development opportunities related to parent engagement.
Riascos, Kelly	Attendance/Social Work	<ul style="list-style-type: none"> - Provides individual and group counseling sessions to students dealing with emotional, behavioral, or social issues. - Offers support to students for issues such as anxiety, depression, family problems, and peer conflicts. - Responds to and provides immediate support during crises or emergencies affecting students or the school community. - Collaborates with other crisis response teams and agencies when needed. - Conducts assessments to identify students in need of social and emotional support. - Assists in the development of intervention plans based on assessment results. - Maintains confidential records of student interactions and progress. - Engages with parents and guardians to address family-related issues affecting students. - Collaborates with teachers and staff to develop and implement behavior intervention plans for students with challenging behaviors.
Bonawandt, Craig	Science Coach	<ul style="list-style-type: none"> - Collaborates with teachers to align 6-8 grade science curriculums with state standards and educational goals. - Identifies and implements best practices in science instruction. - Provides ongoing training and professional development opportunities for 6-8 grade science teachers. - Observes classroom instruction and provides feedback to teachers. - Offers one-on-one coaching and support to help teachers improve their teaching methods. - Assists teachers in differentiating instruction to meet the diverse needs of students. - Analyzes student performance data to identify trends and areas of improvement. - Collaborates with teachers to set goals and develop strategies for improving student achievement in science - Develops and implements effective assessment strategies for evaluating student progress. - Uses assessment data to make data-driven decisions for instruction. - Recommends and manages instructional resources and focus calendar for science instruction. - Conducts small group instruction sessions to target specific skills and concepts in 8th grade science.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> - Develops clear intervention plans with specific goals and measurable objectives to track 8th grade student performance in district-wide quarterly assessment and achievement in the Florida NGSS assessment. - Provides daily instruction to 8th grade science students.
Holley, Jacquelyn	Math Coach	<ul style="list-style-type: none"> - Collaborates with teachers to align 6-8 math curriculums with state standards and educational goals. - Identifies and implements best practices in math instruction. - Provides ongoing training and professional development opportunities for 6-8 math teachers. - Observes classroom instruction and provides feedback to teachers. - Offers one-on-one coaching and support to help teachers improve their teaching methods. - Assists teachers in differentiating instruction to meet the diverse needs of students. - Analyzes student performance data to identify trends and areas of improvement. - Collaborates with teachers to set goals and develop strategies for improving student achievement in 6-8 grade math, including accelerated and advanced courses. - Develops and implements effective assessment strategies for evaluating student progress. - Uses assessment data to make data-driven decisions for instruction. - Recommends and manages instructional resources and focus calendar for math instruction. - Conducts small group instruction sessions to target specific skills and concepts. - Develops clear intervention plans with specific goals and measurable objectives to track student improvement. - Provides daily instruction in geometry.
Lamb, Whitney	Instructional Coach	<ul style="list-style-type: none"> - Collaborates with teachers to align 6-8 grade social studies curriculums with state standards and educational goals. - Identifies and implements best practices in social studies instruction. - Provides ongoing training and professional development opportunities for social studies teachers. - Observes classroom instruction and provides feedback to teachers. - Offers one-on-one coaching and support to help teachers improve their teaching methods. - Assists teachers in differentiating instruction to meet the diverse needs of students. - Analyzes student performance data to identify trends and areas of improvement. - Collaborates with teachers to set goals and develop strategies for improving student achievement in social

Name	Position Title	Job Duties and Responsibilities
		<p>studies, particularly in CIVICS.</p> <ul style="list-style-type: none"> - Develops and implements effective assessment strategies for evaluating student progress. - Uses assessment data to make data-driven decisions for instruction. - Recommends and manages instructional resources and focus calendar for social studies instruction. - Conducts small group instruction sessions to target specific skills and concepts in civics. - Develops clear intervention plans with specific goals and measurable objectives to track student performance in district-wide assessment and grade 7 NGSS Civics assessment. - Provides daily instruction in grade 7 civics.
<p>Reed, Wylene</p>	<p>Staffing Specialist</p>	<ul style="list-style-type: none"> - Facilitates the development and review of IEPs for students with disabilities in compliance with state and federal laws and regulations. - Coordinates IEP meetings and involves parents, teachers, and other relevant stakeholders. - Manages the process of identifying students with disabilities and conducting evaluations to determine eligibility for special education services. - Collaborates with school psychologists, speech therapists, and other specialists to assess students' needs. - Collaborates with regular education teachers to promote inclusion of students with disabilities in mainstream classrooms. - Coordinates support services and accommodations to meet individual student needs. - Maintains accurate records of all students with disabilities and their services. - Prepares and submits required reports to satisfy FTE regulations. - Provides training and professional development opportunities for teachers and staff on special education topics, strategies, and best practices. - Supports staff in implementing IEPs and accommodations effectively. - Communicates with parents and guardians of students with disabilities to discuss progress, services, and any concerns.
<p>Foster, Danielle</p>	<p>ELL Compliance Specialist</p>	<ul style="list-style-type: none"> - Coordinates the school's ELL program, ensuring compliance with federal and state guidelines. - Ensures the identification and placement of ELL students through language assessments and other evaluation methods. - Facilitates the development and review of individual student ELL plan in compliance with state and federal laws and regulations.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> - Coordinates ELL reevaluation meetings involving parents, teachers, and other relevant stakeholders. - Coordinates support services and accommodations to meet individual student needs. - Maintains accurate records of all ELL students and their services. - Participates in the preparation of reports and correction ELL coding errors to satisfy FTE regulations. - Supports teachers and staff in implementing ELL accommodations and classroom instructional strategies effectively. - Provides guidance and resources for effective ELL instruction. - Communicates with parents and guardians of ELL students to discuss progress, services, and any concerns.
<p>Jordan, Kayla</p>	<p>Other</p>	<ul style="list-style-type: none"> - Conducts assessments to identify students who may need behavioral and social-emotional support. - Develops and implements individualized behavior intervention plans or support plans for students with challenging behaviors.. - Provides emotional support to students dealing with various issues, such as anxiety, depression, stress, and behavioral challenges. - Offers crisis intervention and refers students to appropriate mental health services when necessary. - Receives referrals from teachers, counselors, and administrators for students who may need additional support. - Maintains case files and tracks the progress of students receiving support services. - Mediates conflicts between students, staff, and parents, promoting constructive communication and resolution. - Implements SEL programs and initiatives within the school to enhance students' emotional intelligence and social skills. - Responds to and provides support during crises or emergencies affecting students, families, or the school community. - Collaborates with community organizations and agencies to connect students and families with needed resources and services. - Provide information on food assistance, housing, mental health services, and more.
<p>Johnson, Shawnette</p>	<p>Dean</p>	<ul style="list-style-type: none"> - Generates and distributes attendance reports to teachers, administrators, and district personnel as required. - Maintains accurate and confidential attendance records for legal and reporting purposes. - Identifies students with excessive absences or patterns of truancy. - Develops and implements strategies to prevent and address

Name	Position Title	Job Duties and Responsibilities
		<p>truancy issues.</p> <ul style="list-style-type: none"> - Conducts home visits or meetings with parents/guardians to address excessive absences. - Ensures compliance with school and district attendance policies and regulations. - Communicates attendance policies to students, parents, and staff. - Works with students, parents, and teachers to identify and address factors contributing to poor attendance. - Collaborates with school counselors, social workers, and other support staff to provide interventions and support services for students with attendance issues. - Refers students and families to appropriate community resources when necessary. - Develops and implements school-wide incentive programs and recognition initiatives to encourage regular attendance and student achievement. - Oversees and coordinates all student disciplinary issues in collaboration with grade level deans. - Provides training and professional development for administrators, teachers, deans and staff on all discipline and attendance-related topics. - Oversees and coordinates Title IX related issues in compliance with district and state regulations. - Assists in managing all school safety and school emergencies. - Manages all school fundraising activities.
<p>Young, Nevet</p>	<p>Dean</p>	<ul style="list-style-type: none"> - Supervises the maintenance staff and custodial team. - Ensures that all school facilities are clean, well-maintained, and safe for use. - Schedules and oversees routine maintenance tasks, including repairs and upgrades. - Implements and enforces safety protocols and procedures within the school. - Conducts regular safety inspections to identify potential hazards and addresses them promptly. - Coordinates fire drills and other emergency preparedness exercises. - Collaborates with school security personnel to maintain a secure campus. - Maintains an inventory of equipment, technology, supplies, and materials used for facility maintenance. - Orders necessary supplies and manage inventory levels efficiently. - Supports grade level deans addressing student discipline.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

The school administration initiated communication through emails and district messaging systems such as school messenger and Talking Points with the goal of engaging stakeholders, encouraging them to connect with the new leadership team, and explaining the importance of their input in improving the school's educational outcomes.

During the initial meetings, input from different stakeholder groups was gathered. These sessions included grade level town hall meetings, staff and faculty meetings, and leadership brainstorming sessions. Stakeholders were asked to provide their insights, ideas, concerns, and suggestions regarding the school's strengths, weaknesses, opportunities, threats, and daily operation systems.

Based on the collected input, the school leadership team will work in collaboration with the School Advisory Council to prioritize areas of improvement and set goals for the SIP. This plan will outline the strategies, action steps, timelines, and resources needed to achieve the established goals.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be regularly monitored for effectiveness using relevant student achievement data including: standardized test scores on FAST Performance Monitoring 1, 2 and 3 in ELA and Math, Science and Civics will use the district quarterly progress monitoring assessments, along with classroom assessments, attendance rates, discipline records, and other relevant indicators such as ELL, ESE and staffing reports.

Based on the identified goals outlined in the SIP, the leadership team with the support of the appropriate stakeholders will develop clear metrics and targets aligned with the State's academic standards and designed to measure progress and success in closing achievement gaps in identified student subgroups.

The school leadership team, including the School Advisory Council will meet regularly to review the collected data and assess progress toward the established goals. These review meetings will be held quarterly or at other set intervals depending on the specific needs of the school. Careful analysis of the data will help identify disparities in achievement among different student subgroups and areas where additional interventions or adjustments may be needed. The school will ensure that the necessary resources, such as personnel, materials, and professional development are allocated to support the revised strategies effectively.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	97%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Asian Students (ASN) Black/African American Students (BLK) Hispanic Students (HSP) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: C 2019-20: C 2018-19: C 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 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	
Absent 10% or more days	0	0	0	0	0	0	95	133	142	370
One or more suspensions	0	0	0	0	0	0	43	58	53	154
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	64	17	81
Course failure in Math	0	0	0	0	0	0	0	39	29	68
Level 1 on statewide ELA assessment	0	0	0	0	0	0	170	186	187	543
Level 1 on statewide Math assessment	0	0	0	0	0	0	190	107	116	413
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	418	390	399	1207

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	167	165	159	491

Using the table above, complete the table below with the number of students identified retained:

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

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	119	142	153	414
One or more suspensions	0	0	0	0	0	0	8	13	15	36
Course failure in ELA	0	0	0	0	0	0	75	56	135	266
Course failure in Math	0	0	0	0	0	0	67	56	93	216
Level 1 on statewide ELA assessment	0	0	0	0	0	0	107	96	115	318
Level 1 on statewide Math assessment	0	0	0	0	0	0	92	101	131	324
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	268	248	260	776

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	125	129	189	443

The number of students identified retained:

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

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	119	142	153	414
One or more suspensions	0	0	0	0	0	0	8	13	15	36
Course failure in ELA	0	0	0	0	0	0	75	56	135	266
Course failure in Math	0	0	0	0	0	0	67	56	93	216
Level 1 on statewide ELA assessment	0	0	0	0	0	0	107	96	115	318
Level 1 on statewide Math assessment	0	0	0	0	0	0	92	101	131	324
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	268	248	260	776

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	125	129	189	443

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	33	48	49	27	49	50	33		
ELA Learning Gains				41			40		
ELA Lowest 25th Percentile				34			33		
Math Achievement*	51	57	56	38	36	36	36		
Math Learning Gains				59			42		
Math Lowest 25th Percentile				69			49		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Science Achievement*	38	53	49	35	55	53	32		
Social Studies Achievement*	52	64	68	45	61	58	46		
Middle School Acceleration	76	77	73	85	52	49	68		
Graduation Rate					51	49			
College and Career Acceleration					69	70			
ELP Progress	43	43	40	28	79	76	32		

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	293
Total Components for the Federal Index	6
Percent Tested	97
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	46
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	461
Total Components for the Federal Index	10
Percent Tested	97
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	20	Yes	4	4
ELL	40	Yes	1	
AMI				
ASN	58			
BLK	52			
HSP	47			
MUL				
PAC				
WHT	33	Yes	1	
FRL	49			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	28	Yes	3	3
ELL	41			
AMI				
ASN	60			
BLK	45			
HSP	46			
MUL				
PAC				
WHT	48			
FRL	47			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	33			51			38	52	76			43
SWD	10			25			14	29			4	
ELL	22			44			17	38	77		6	43
AMI												
ASN	38			77							2	
BLK	34			55			36	59	79		6	49
HSP	33			48			40	46	73		6	41
MUL												
PAC												
WHT	26			40							2	
FRL	35			53			38	55	77		6	38

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	27	41	34	38	59	69	35	45	85			28
SWD	7	31	30	18	47	56	12	26				
ELL	17	39	33	30	58	69	17	35	86			28
AMI												
ASN	31	69		62	77							
BLK	30	41	34	37	56	67	34	45	80			28
HSP	24	39	32	38	62	70	34	45	87			28
MUL												
PAC												
WHT	29	38		52	71		50					
FRL	29	41	34	40	59	71	38	46	84			29

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	33	40	33	36	42	49	32	46	68			32
SWD	8	20	18	10	28	39	5	27				
ELL	17	33	34	25	42	52	8	34	52			32

2020-21 ACCOUNTABILITY 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	ELP Progress
AMI												
ASN	40	53		58	42							
BLK	33	40	31	35	44	47	32	51	68			48
HSP	32	40	36	37	42	51	31	40	67			26
MUL	18	10		33	33							
PAC												
WHT	55	43		35	22			70				
FRL	31	38	32	36	42	46	31	47	68			37

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	26%	45%	-19%	47%	-21%
08	2023 - Spring	31%	46%	-15%	47%	-16%
06	2023 - Spring	25%	44%	-19%	47%	-22%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	48%	53%	-5%	54%	-6%
07	2023 - Spring	34%	38%	-4%	48%	-14%
08	2023 - Spring	53%	58%	-5%	55%	-2%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	32%	50%	-18%	44%	-12%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	85%	47%	38%	50%	35%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	80%	45%	35%	48%	32%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	46%	61%	-15%	66%	-20%

III. Planning for Improvement

Data Analysis/Reflection
 Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

There was no recorded improvement in science scores from the prior year. Over the past three years, approximately 70% of eighth-grade students have not shown mastery of the NGSS Science Assessment. The Science scores could have resulted from segmented concepts taught per grade level and the difficulty retaining information for over two years. This lack of proficiency in the science assessment could also be explained by the low performance in FAST ELA in grade 8 students at 31% proficiency with 50% of the students performing at a level 1 proficiency.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data shows a decline in proficiency in accelerated and advanced math courses. Although both Algebra 1 and Geometry scores show well above the state and district scores at 85% and 80% proficiency respectively, there is a decline of approximately 6 percentage points difference in Algebra 1 and 12 percentage points difference in Geometry compared to last year.

The decline in proficiency could be explained by the new sets of standards adopted this year and a need to adjust instruction and closely review the materials selected for teaching and learning to best meet the standards. There may also be a need for students to practice questions in the likeness of the new BEST EOC assessments.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Compared to state average, ELA scores for all 3 grade levels have shown the greatest gaps of 22 percentage points difference in grade 6, 21 percentage points difference in grade 7 and 16 percentage points difference in grade 8 followed by science with a gap of 14 percentage points difference from the state average.

This gap in ELA proficiency which ultimately affected student performance in other reading-based related subjects such as science and reading comprehension in math can be explained by the newly adopted sets of standards in ELA for grade 6-8. There is an evident need for developing grade-level curriculum and selecting resource materials that meet the demands of the new standards as well as the needs of students to develop reading comprehension and critical thinking skills.

Which data component showed the most improvement? What new actions did your school take in this area?

Math has shown the greatest improvement, particularly in grades 6 and 8. This could be explained by the additional support provided to students working in smaller targeted groups and receiving individualized support through interventions in both core and intensive classes during classroom instruction and after school.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

There is a concerning high number of students performing at a level 1 proficiency in both ELA and math for all grade levels as well as a great number of course failures for students in all 3 grade levels for the same subjects.

Another area of concern is the number of recorded absences for students in grades 7 and 8.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

1. Increase 7th and 8th grade students daily attendance.
2. Increase proficiency in ELA and Math particularly in 7th grade.
3. Review curriculum materials selected for instruction in accelerated and advanced math course as well as training teachers to create practice questions and assessments in alignment with the new BEST standards.
4. Close the achievement gap for students performing at a level 1 proficiency in both ELA and math by providing targeted support during small group instruction and intervention.
5. Improve science instruction through selection of resources and materials that engages students in critical thinking and understanding of standard-based concepts, including critical content vocabulary.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the PM3 FAST data, ESSA subgroup SWD students are at 9% proficiency in ELA and 26% proficiency in Math. The data also indicates a high percentage of SWDs fall into level 1. This data is below the federal index of 41% which is why there is needed emphasis on supporting SWD students.

Measurable Outcome:

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

By the end of the academic year, Westridge will increase the percentage of ESE students scoring at or above proficiency on the state assessment (PM3) in ELA and math by 10 percentage points compared to the previous year's performance.

Monitoring:

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

1. Regularly collect and analyze assessment data, including state assessments and other standardized tests, for ESE students. Compare their performance over time and against district or state benchmarks.
2. Implement a system for ongoing progress monitoring, such as periodic assessments or benchmarks, to track ESE student growth throughout the school year.
3. Review and analyze the goals and objectives outlined in ESE students' IEPs to assess if they are making progress toward their individualized goals.
4. Form data analysis teams comprising administrators, teachers, staffing specialist and subject area coaches and teachers to collaboratively review and interpret ESE student data.
5. Hold regular meetings with teachers and ESE program assistants to discuss assessment data, progress toward goals, and any necessary adjustments to instruction or interventions for ESE students.

Person responsible for monitoring outcome:

Nicole Jefferson (nicole.jefferson@ocps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

In order to improve SWD proficiency scores in Math and ELA, the leadership team including administrators, academic coaches, MTSS coach, and the staffing specialist will create a rotational model to push in and pull out. Parents will be notified of the interventions being implemented to support their child. Data will be tracked and monitored through the use of observations and assessment data, including the SBUA and FAST PM scores.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Of tested students, the ESE subgroup is the only one that did not meet the 41% threshold. The recorded score for the 2022-23 academic year for this subgroup is 26% proficiency in FAST PMA3 for Math and 9% proficiency in FAST PMA3 for ELA.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

In order to support our Students with Disabilities (SWD), we will be holding professional development on various topics: monitoring strategies, IEPs/504, and engagement strategies.

These professional developments will be conducted using district resources and presented by the staffing specialist, ESOL compliance specialist, and teacher leaders. These trainings will help support the teachers to effectively implement a student's accommodations and will occur monthly.

Teachers will be monitored through classroom walkthroughs by administration and their instructional coach to look for the strategies learned from the professional development are being implemented with fidelity. Teachers will track the frequency of a student's accommodation in class in order to provide feedback for an IEP evaluation.

Also, the instructional coaches will be pulling out small groups of students from electives to provide additional support.

Person Responsible: Sean Rainey (sean.rainey@ocps.net)

By When: - SWD accommodation and strategies: Monthly - Classroom walkthrough and teacher feedback form: bi-weekly - Small group pullout: once a week

#2. ESSA Subgroup specifically relating to English Language Learners

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on the PM3 FAST data, ESSA subgroup ELL students are at 16% proficiency in ELA and 36% proficiency in Math. The data also indicates a high percentage of ELLs fall into level 1 for ELA. In Math, ELLs largest achievement level is level 1; however, level 2 and level 3 are very similar.

Measurable Outcome:

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

By the end of the academic year, Westridge will increase the percentage of ELL students scoring at or above proficiency on the state assessment (PM3) in ELA and math by 10 percentage points compared to the previous year's performance.

Monitoring:

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

1. Collect assessment data, including results from state assessments, district assessments, ACCESS and WIDA scores for ELL students.
2. Analyze the data to identify trends, strengths, weaknesses, and areas that need improvement.
Disaggregate data by student subgroups, language proficiency levels, and other relevant factors.
3. Review individual student data to understand the unique needs and progress of each ELL student.
Ensure that each student's ELL plan or language support plan is being followed during instruction and assessments.
4. Request teacher inputs and progress monitoring notes using
5. Hold regular data meetings including reevaluation meetings involving teachers, specialists, administrators, and support staff to discuss ELL student performance, share insights, and plan interventions.
6. Update and maintain records of assessment data, interventions, and progress over time using district digital platforms (Skyward and ELlevation).

Person responsible for monitoring outcome:

Fabiola Guillaume (fabiola.guillaume@ocps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The following evidence-based intervention will be implemented:

- Provide scaffolded instruction that gradually reduces support as ELL students become more proficient.
- Differentiate instruction to meet the diverse needs of ELL students, including modifying assignments and assessments when necessary.
- Teach explicit reading comprehension strategies, such as predicting, questioning, summarizing, and making connections, to improve reading proficiency.
- Teach academic vocabulary explicitly, using strategies like graphic organizers, word walls, and context-based learning.
- Use small group instruction to provide targeted support for ELL students, allowing for more personalized attention.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Based on the school's demographic data the ELL subgroup represents 34% of the student population at Westridge but has 10% or less ELL students performing at a level 3 proficiency or above in ELA, math and science.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

In order to support our ELL students, we will be provide each teacher with state and district mandated resources to supplement their classroom, such as dictionaries and state approved glossaries.

Additionally, we will be conducting monthly professional developments on research-based engagement and monitoring strategies that support ELL instruction. These professional development sessions will be both subject-area specific and based on teacher tiered groups. School administrators and content area coaches will monitor the implementation and effective use of the strategies through common planning meetings and classroom walkthrough observations.

Furthermore, district and school-based ELL compliance and multilingual services will conduct 2 professional development sessions during school faculty meeting presenting available resources, examples of strategies as well as using the ELLevation tracking form to monitor ELL student accommodation..

Finally, school-based ELL compliance personnel will use both skyward and ELLevation to conduct monthly meeting and keep records updated by requesting teacher input and notes.

Person Responsible: Fabiola Guillaume (fabiola.guillaume@ocps.net)

By When: - District Multilingual Services PD session 1: November - Subject-area ELL Strategies PD: December - District Multilingual Services PD session 2: February - ELL Compliance Service meeting: Monthly

#3. Positive Culture and Environment specifically relating to Early Warning System

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Develop a comprehensive early warning system that includes a set of indicators or signs that encompass academic, behavioral, and social-emotional factors. These indicators will include attendance, grades, behavior referrals, and social-emotional assessments.

Measurable Outcome:

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

By the end of the academic year, reduce the number of student absences and the number of students showing 1 or more warning signs by 50% or more compared to the previous year's recorded data.

Monitoring:

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

1. Collect and analyze data regularly to identify patterns and trends related to the early warning signs, including student information systems, attendance records, teacher observations, surveys, and assessments.
2. Form a collaborative team that includes teachers, counselors, administrators, and support staff to review and discuss early warning data and provide valuable insights and perspectives.
3. Establish clear protocols and procedures for identifying, documenting, and responding to early warning signs. Ensure that all staff members understand and follow these protocols consistently.
4. Develop intervention plans for students who exhibit early warning signs. These plans should be individualized and designed to address the specific needs identified by the data.
5. Implement a tiered support system that offers varying levels of intervention based on the severity of the early warning signs. This can include universal supports for all students, targeted interventions for those at risk, and intensive supports for those with significant challenges.

Person responsible for monitoring outcome:

Nicole Jefferson (nicole.jefferson@ocps.net)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Implement a schoolwide PBIS framework to promote positive behavior, prevent discipline issues, and create a positive school culture.

Use data to identify behavior trends and tailor interventions accordingly.

Train staff in restorative practices, which focus on repairing harm, building relationships, and addressing the root causes of behavior issues.

Use restorative circles and conferences to facilitate communication and conflict resolution.

Develop behavior contracts with students who exhibit challenging behaviors. These contracts outline expectations, rewards, and consequences.

Implement evidence-based SEL programs that teach students essential skills such as self-awareness, self-regulation, empathy, and relationship building.

Integrate resiliency strategies into the curriculum and school culture.

Provide access to school counselors, psychologists, and mental health professionals who can offer individual and group counseling services to students in need.

Develop truancy prevention programs that include early interventions for students with attendance issues.

Involve parents and guardians in addressing attendance challenges.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Based on the EWS report for the 2022-23 academic year, there is a concerning high number of students showing one or more warning signs indicators for all 3 grade levels, including high number in course failure and absences. The report recorded 167 students out of 418 with 2 or more EWS indicators in grade 6, 165 out of 390 in grade 7 and 159 out of 399 in grade 8.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

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.

In order to promote a positive culture and environment, school-based administration will reinforce and monitor the use of resiliency strategies for both students and faculty. Instructional coaches will encourage teachers with supplementing lessons and activities with resiliency strategies to support identified at-risk youth with one or more warning signs.

School-based administration will also promote mental health for both students and teacher by creating a resiliency and emotional positivity mural where students and teacher will participate in writing quote to themselves or a peer.

Finally, the school-based administration working alongside each grade level and subject area departments will implement a series of celebration to acknowledge students achievement in district and state assessments, delivery of snacks and positive notes to teachers, recognition certificates to honor roll students and employees of the month. In addition, the principal will implement faculty table talks to discuss schoolwide as well as department issues.

Person Responsible: Nicole Jefferson (nicole.jefferson@ocps.net)

By When: - Teacher Snack Cart: Quarterly - Positivity and Resiliency Mural: November - Principal Table Talk: Quarterly - Student Recognition/Achievement "Warrior Green" Party: Quarterly - Faculty/Staff Recognition: Monthly

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The school leadership team collected and analyzed various data sources, including academic achievement data, attendance rates, discipline records, and teacher effectiveness metrics. Based on the data analysis, the following areas of the school have been identified for needs for improvement:

- Increase school attendance for students in grades 7 and 8.
- Increase proficiency in ELA and Math in grade 7, specifically targeting ELL and students with disabilities subgroups.
- Closing the achievement gap and reduce the number of students performing at level 1 in Math in grades 6 and

8, specifically targeting ELL and students with disabilities subgroups.

- Increase proficiency in science and civics for ELL and students with disabilities subgroups.

For this reason, there is a need for intervention teachers in both ELA and math to support targeted small group instruction through core instruction as well as a tutor to support advanced and accelerated math, subject-specific resource teachers in science and civics to support teachers understanding of concepts and selecting/modifying resources to align with state standards and students needs. Additionally, student resources for practicing assessment questions in the likeness of the state assessments would be needed to allow exposure to style of questioning and reading complexity level for struggling readers. Furthermore, individualized support for ELL and students with disabilities will be provided through differentiated instruction and use of paraprofessional personnels.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school's webpage* where the SIP is made publicly available.

1. Use school-wide announcements, student council meetings, and classroom discussions to inform students about the SIP utilizing student-friendly language and visual aids.
2. Send home printed materials, newsletters, or emails in languages commonly spoken by parents.
3. Host information sessions during parent-teacher conferences, open house, SAC and PTA meetings or community events.
4. Create a dedicated section on the school website for SIP-related information. (School Website: <https://westridgems.ocps.net/>)
5. Conduct staff meetings, workshops, or professional development sessions to ensure all educators are aware of the SIP, UniSIG budget and SWP.
6. Engage local business associations and community organizations to collaborate on initiatives aligned with the SIP goals through meetings, presentations, and emails.
7. Publish quarterly reports or updates that highlight progress made towards SIP goals, as well as details about how UniSIG funds are being utilized.
8. Regularly solicit input from stakeholders through surveys or feedback forms. Use the input to refine the SIP and its implementation.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

1. Provide regular updates to parents and families about school events, activities, and important dates through newsletters, emails, online platforms and school website: <https://westridgems.ocps.net/>).
2. Schedule regular parent-teacher conferences to discuss students' progress, strengths, and areas for improvement.

3. Establish an online parent portal using district LMS (Skyward and Canvas) to support parent's accessibility to students' academic performance, attendance and discipline reporting.
4. Host family nights or events where parents, students, and teachers can interact in a relaxed and enjoyable setting.
5. Conduct regular surveys to gather feedback from parents and families on school-related matters. Use the feedback to make informed decisions and improvements.
6. Ensure that all important information, including newsletters and announcements, is translated into languages spoken by families with limited English proficiency.
7. Use plain language and simple explanations when communicating with parents through district messaging systems (school messenger and Talking Points) to ensure that information is easily understood.
8. Invite parents and community members to school-organized events where students showcase their achievements, talents, and projects.
9. Recognize and celebrate students' academic and extracurricular achievements through awards ceremonies and honors assemblies.
10. Establish partnerships with local businesses and organizations to provide resources, mentorship opportunities, and real-world experiences for students.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

1. Conduct a thorough review of the existing curriculum to identify areas for improvement, alignment with state standards, and opportunities for enrichment.
2. Develop strategies to differentiate instruction to meet the diverse needs of students. This may involve tiered assignments, flexible and targeted groupings, push-in and pullout small group instruction, and personalized learning pathways.
3. Offer before and/or after-school tutoring sessions for students who require extra help in ELA, Math, Science and Civics.
4. Provide options for credit recovery and acceleration to help students catch up and get ahead in their coursework.
5. Provide ongoing professional development for teachers to enhance their instructional strategies, incorporate innovative teaching methods, and effectively differentiate instruction.
6. Train teachers to effectively align curriculum resources with state standards and the needs of diverse learners.
9. Offer subject-specific professional development trainings in ELA, math and science enhancing subject-related skills and content understanding
10. Form intervention teams that provide targeted support for struggling math and ELA students utilizing data-driven approaches to identify and address gaps in learning.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

1. Coordinate with Title I programs to ensure that services targeting low-income and at-risk students align with the goals and strategies outlined in the SIP.
2. Collaborate to provide supplemental instruction, intervention and support.
3. Provide professional development opportunities that enhance teacher effectiveness, aligning with curriculum improvements in ELA, Math, Science and Civics.
4. Support ELLs through language development and academic interventions and ensure that the curriculum modifications consider the needs of ELLs.
5. Collaborate with the school safety team to integrate violence prevention strategies such as social-

emotional learning (SEL) programs, conflict resolution initiatives, and anti-bullying efforts.

6. Partner with local law enforcement agencies, community organizations, and mental health services to address violence prevention through workshops, awareness campaigns, and support services.

7. Collaborate with nutrition programs to promote healthy eating habits.

8. Collaborate with housing programs to provide support services for students and families facing homelessness.

9. Establish a referral system to connect families with resources that address their housing needs.

10. Integrate college and career readiness initiatives into the curriculum to prepare students for post-secondary education and future careers.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

1. Collaborate with mental health professionals, such as district psychologist and social worker, school-based SAFE coordinator and social worker to offer on-site mental health services.

2. Conduct mental health screenings and assessments to identify students who may need additional support.

3. Develop intervention plans based on mental health assessments.

4. Establish referral pathways to connect students and families with community mental health resources and experts.

5. Develop behavior intervention plans for students who exhibit challenging behaviors and promote positive alternatives.

6. Partner with community members, parents, teachers, staff, or volunteers to offer adult mentoring and positive role modeling for students.

7. Ensure the availability of ESE services for students with disabilities, including IEPs, 504 plans and specialized instruction.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

N/A

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

1. Identify students who show signs of behavioral concern through behavior screenings, teacher referrals and data analysis.

2. Offer counseling and SEL support.

3. Collaborate with ESE team to develop IEPs that address the student's needs.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

1. Provide training to teachers on using academic assessment data to inform instructional decisions, identify student strengths and needs, and adjust teaching strategies accordingly.

2. Offer professional development on differentiated instruction techniques to accommodate diverse learning styles and abilities within the classroom.
3. Provide workshops on evidence-based instructional strategies that promote student engagement, critical thinking, and deeper understanding.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

N/A