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Westside High School

5530 FIRESTONE RD, Jacksonville, FL 32244

<http://www.duvalschools.org/westside>

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.

Westside High School is committed to increasing student achievement through high quality standards based instruction, modeling integrity, and preparation for post secondary learning and experiences, for each student, in every classroom, daily.

Provide the school's vision statement.

Each student will complete their high school experience with an ideal career plan, to include a post-secondary focus of study or vocational track in their career of choice, in order to become productive citizens.

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
Ashman, Mark	Assistant Principal	Serves as Assistant Principal of the learning community. Develops, articulates, communicates, and implements a shared vision that is supported by the larger organization and the school community. Monitors the success of all students in the learning environment; aligns the curriculum, instruction, and assessment processes to promote effective student performance; and uses a variety of benchmarks, learning, and expectations feedback measures to ensure accountability for all participants engaged in the educational process.
Foster, Vincent	Principal	Ensures the highest academic standards and a safe and secure learning environment for all students. Leads, manages, supervises, and administers all programs, policies and activities of the school. Monitors instruction, ensures implementation of district curriculum and assesses effectiveness of instructional and support personnel.
Hall, Sabrina	Assistant Principal	Serves as Assistant Principal of the learning community. Develops, articulates, communicates, and implements a shared vision that is supported by the larger organization and the school community. Monitors the success of all students in the learning environment; aligns the curriculum, instruction, and assessment processes to promote effective student performance; and uses a variety of benchmarks, learning, and expectations feedback measures to ensure accountability for all participants engaged in the educational process.
Robinson, Willie	Dean	
Fudge, Richanda	Math Coach	Improves math instruction and content knowledge by coaching, training, and supporting school-based mathematics teachers. Assist school administrators and math teachers with analysis of school, class, and individual student data to determine needs in mathematics.
Bennett, Troy	Teacher, K-12	Guides the learning process toward the achievement of curriculum goals and in harmony with the goals, establishes clear objectives for all lessons, units, projects and the like to communicate these objectives to students. Employs a variety of instructional techniques and instructional media, consistent with the physical limitations of the location provided and the needs and capabilities of the individuals or student groups involved. Strives to implement, by instruction and action, the District's philosophy of education and instructional goals and objectives.
Ruise, Cheryl	Teacher, ESE	Serves as the direct school liaison for teachers and paraprofessionals to provide in-class instructional and behavioral support with regard to academic and behavioral curricula. Provides direct guidance to teachers and paraprofessionals regarding federal and student compliance elements.

Name	Position Title	Job Duties and Responsibilities
Tucker, Doris	School Counselor	Provides counseling services for students by designing and implementing a multi-layered, comprehensive, and accountable guidance program in which equity, access, and academic success for all students is the focus.

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.

Conducted Summer SIP drafting sessions with Westside HS Leadership Team and SDM. Student and Parent feedback received from the 5 Essentials Survey. Developing a Student Advisory committee for ongoing student input.

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))

Our plan will be monitored during our weekly PLC's, weekly walk-through collaboration/calibration, bi-weekly Leadership Team meetings, Early Dismissal PD/meetings to analyze sub group data and brainstorm strategies to improve areas where opportunities still exist or desired growth is not taking place.

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)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	85%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	Yes
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)* Multiracial Students (MUL) 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: C
School Improvement Rating History	
DJJ Accountability Rating History	

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*	25	46	50	19	45	51	19		
ELA Learning Gains				32			31		
ELA Lowest 25th Percentile				34			37		
Math Achievement*	23	44	38	24	37	38	28		
Math Learning Gains				35			29		
Math Lowest 25th Percentile				42			34		
Science Achievement*	45	62	64	28	43	40	26		
Social Studies Achievement*	38	66	66	36	53	48	40		
Middle School Acceleration					52	44			
Graduation Rate	79	88	89	90	50	61	91		
College and Career Acceleration	68	77	65	62	63	67	77		
ELP Progress	39	37	45	36			44		

* 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)	CSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	317
Total Components for the Federal Index	7
Percent Tested	95
Graduation Rate	79

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	40
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	6
Total Points Earned for the Federal Index	438
Total Components for the Federal Index	11
Percent Tested	93
Graduation Rate	90

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	44			
ELL	37	Yes	2	
AMI				
ASN	10	Yes	2	2
BLK	41			
HSP	42			

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%
MUL	59			
PAC				
WHT	60			
FRL	43			

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	36	Yes	1	
ELL	32	Yes	1	
AMI				
ASN	19	Yes	1	1
BLK	39	Yes	1	
HSP	37	Yes	1	
MUL	50			
PAC				
WHT	47			
FRL	40	Yes	1	

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	25			23			45	38		79	68	39
SWD	22			25			45	37		47	6	
ELL	6			10			42	22		82	7	39
AMI												
ASN	10										1	

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
BLK	21			19			34	31		66	7	31
HSP	28			19			41	40		69	7	35
MUL	29			36			64	67		64	6	
PAC												
WHT	39			44			73	62		78	6	
FRL	26			21			41	31		69	7	31

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	19	32	34	24	35	42	28	36		90	62	36
SWD	14	28	25	28	33	44	29	36		92	33	
ELL	7	26	30	16	31	38	11	6		78	76	36
AMI												
ASN	23	8		25								
BLK	15	33	37	20	33	43	23	38		92	58	40
HSP	21	31	23	28	38	31	21	31		88	67	29
MUL	39	38		25	33		69			81	65	
PAC												
WHT	27	34	39	40	35		52	47		85	67	
FRL	18	35	39	22	35	44	28	31		87	56	50

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	19	31	37	28	29	34	26	40		91	77	44
SWD	19	22	29	39	27	31	27	47		94	58	
ELL	8	27	27	17	46	53	24	19		94	77	44
AMI												
ASN	36	30		45								
BLK	16	30	43	27	27	31	19	38		92	75	58
HSP	18	28	24	29	41	50	29	40		87	85	38
MUL	18	36		28	33		38	55				

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
PAC												
WHT	31	35	33	31	20	18	55	57		86	86	
FRL	15	28	37	25	26	34	23	34		89	78	45

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
10	2023 - Spring	22%	44%	-22%	50%	-28%
09	2023 - Spring	23%	42%	-19%	48%	-25%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	18%	52%	-34%	50%	-32%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	24%	52%	-28%	48%	-24%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	36%	64%	-28%	63%	-27%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	33%	60%	-27%	63%	-30%

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.

Math was the component that showed the lowest performance. The contributing factors to this low performance, specifically in Algebra 1 can be attributed to the lack of quality instruction in the foundational course (Algebra 1a) during the previous school year.

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

Math was also the component that showed the greatest decline from the prior year. The contributing factors to this decline, specifically in Algebra 1 can be attributed to the lack of quality instruction in the foundational course (Algebra 1a) during the previous school year.

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.

Both Math and ELA. Even though ELA is trending upward, attendance continues to be a major contributing factor to the gap when comparing to the state average. Math data is also affected by student attendance as well.

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

The data component that showed the most improvement was Biology. Consistent and intentional Common Planning was observed.

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

Student attendance is the greatest concern as it relates to EWS data.

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

1. Culture and Climate, specifically as it relates to student attendance.
2. Algebra 1 proficiency
3. Reading proficiency
4. Student Graduation Readiness.

Area of Focus

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

#1. 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.

Positive incentives specifically related to Attendance and Behavior

Students who see school as a positive place are more apt to attend regularly and have regular attendance.

Measurable Outcome:

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

Daily, Weekly, Monthly and Quarterly attendance data will increase to 95% daily.

Daily, Weekly, Monthly and Quarterly reduction in unauthorized absences and tardies by 40%.

Monitoring:

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

School leadership team will review FOCUS data weekly to provide support and feedback to teachers as they communicate with families.

School security will be present and mobile to support the development of intentional attendance that is aligned with our outcomes.

Person responsible for monitoring outcome:

Mark Ashman (ashmanm@duvalschools.org)

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.)

Dean, Counselor and/or Teacher conferences will be conducted regularly with families to help determine needs.

The Attendance Intervention Team will conduct Attendance meetings with the families of truant student and families.

Bi-weekly family contacts will be entered into FOCUS by the first period teacher after student has been absent 3 times.

Daily attendance notifications will be made to families via robocalls.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

To strengthen and foster a climate of trust, through communication and parental engagement.

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?

Yes

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.

Admin team will identify a lead to coordinate conferences with students and families on a bi-weekly basis to determine needs.

Person Responsible: Sabrina Hall (halls3@duvalschools.org)

By When: On-going monthly parent meetings.

The school community will implement positive incentives specifically related to attendance.

Person Responsible: Willie Robinson (robinsonw6@duvalschools.org)

By When: August 31, 2023

School will continue a PBIS School Store focused on attendance and academic improvements. UniSIG funds will be used to add items to the school store

Person Responsible: Willie Robinson (robinsonw6@duvalschools.org)

By When: Ongoing.

Parent Liaison will be funded by UniSIG and will build a communication system with parents to encourage attendance and keep parents informed of school events and be available to answer questions

Person Responsible: Vincent Foster (fosterv@duvalschools.org)

By When: Mid-October

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

Algebra 1 proficiency scores dropped from 19% to 17%.

Over 200 students moving from Algebra 1A to Algebra 1 had inconsistent instruction during Algebra 1A. Algebra 1 is an accountability course that fulfills graduation requirements.

Measurable Outcome:

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

The percentage of student scores that are at least approaching proficiency will increase by at least 5% on each administration of the Algebra 1 PMAs.

District and/or Internal common standard based mini assessments will indicate 50% student proficiency.

Monitoring:

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

Content area administrator will review data and provide feedback and support to teachers.

Structured professional learning communities to discuss data and support struggling teachers.

Person responsible for monitoring outcome:

Mark Ashman (ashmanm@duvalschools.org)

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.)

Teachers will integrate the Learning path benchmarks from the McGraw Hill curriculum.

Post PMA Student Performance Assessment Review (SPAR)

Data driven small learning groups in double blocked classes

Afterschool tutoring with incentives for students

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The McGraw Hill Diagnostic will create an individualized learning path that will provide differentiated intervention.

SPAR – Identify students that are struggling and the support needed to help them.

Pre and post mini quizzes to target students that need intervention.

Track students that are in tutoring to monitor if there scores are increasing.

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?

Yes

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.

The content area administrator will facilitate department PLCs to discuss instructional practices and data.

Person Responsible: Mark Ashman (ashmanm@duvalschools.org)

By When: August 2023

The Math Coach will provide coaching cycles as recommended by the admin team.

Person Responsible: Richanda Fudge (fudger@duvalschools.org)

By When: October 2023

The school leadership team will conduct class walkthroughs.

Person Responsible: Vincent Foster (fosterv@duvalschools.org)

By When: August 31, 2023

SPAR meetings will be conducted one week after each PMA.

Person Responsible: Mark Ashman (ashmanm@duvalschools.org)

By When: October 6, 2023

Tutoring will be funded through UniSIG and provided to students for both ELA and Math/Algebra. Tutoring will be targeted to ESSA subgroups (SWD, ELL, ASN, BLK, HIS, FRL) Tutoring supplies/office supplies will be purchased with UniSIG funds.

Person Responsible: Mark Ashman (ashmanm@duvalschools.org)

By When: October 2023

Laptop carts will be purchased with UniSIG funds to support small group instruction through the school day and to support after school tutoring

Person Responsible: Vincent Foster (fosterv@duvalschools.org)

By When: October 2023

#3. Graduation specifically relating to Graduation

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.

The school graduation rate was 79.2%, which was below the district average of 85.6% for the 21-22 school year. The projected rate for the 2022-23 school year is 85%

Measurable Outcome:

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

The school graduation rate will increase to 88%.

Monitoring:

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

This area will be monitored by administration, school counselors, graduation coach, and district personnel. School counselors will conduct semi-annual credit checks with seniors. School counselors will conduct student/parent conferences with seniors. The graduation coach will monitor truant students.

Person responsible for monitoring outcome:

Vincent Foster (fosterv@duvalschools.org)

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.)

School counselors will conduct quarterly student data chats, but monthly with students who are not graduation ready.

The graduation coach will recommend alternate settings for truant students.

Provide test prep-resources, tutoring, and assist students with registering for the ACT/SAT.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Ensure students are informed of their graduation status through out the school year.

Provide access to test preparation resources.

Satisfy state graduation assessment requirements.

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?

Yes

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.

Counselors will provide Senior Classroom lessons using "College Readiness 101" curriculum purchased with UniSIG funds.

Person Responsible: Doris Tucker (millerd2@duvalschools.org)

By When: September 30, 2023

Counselors will conduct individual credit checks.

Person Responsible: Doris Tucker (millerd2@duvalschools.org)

By When: September 30, 2023

School Counselors and the graduation coach will identify at risk-seniors and discuss the best and appropriate academic setting for the student.

Person Responsible: Doris Tucker (millerd2@duvalschools.org)

By When: September 30, 2023

College Tours will be funded by UniSIG to provide seniors and at-risk students the opportunity to view available post-high school options

Person Responsible: Doris Tucker (millerd2@duvalschools.org)

By When: April 2024

Schoolwide Professional Development for all faculty and staff using the text purchased with UniSIG funds on college readiness and school culture

Person Responsible: Vincent Foster (fosterv@duvalschools.org)

By When: October 2023

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).

Duval County Public Schools has a tiered system of support to align interventions for CSI, TSI and ATSI schools. The first tier of support begins with the Superintendent's cabinet of executive leaders who represent all district departments (Human Resources, Academic Services, Division of Schools, Operations, Finance, Technology, etc.). At a minimum, this team meets on a weekly basis to develop, monitor, and implement the district's strategic plan initiatives. The next level of the tier branches out with the Chief of Schools who oversees the district's Division of Schools. Schools are divided by region (Elementary, Middle, High, and Turnaround/Fragile (ISI Region). Each region has a Regional Superintendent, Executive Directors, and Content Area Specialists who work to ensure that the support is aligned and implemented.

Ensuring adequate funding, resources, and support is available to CSI, TSI and ATSI schools is a driver for district-wide collaboration. To accomplish this, the Division of Schools works with multiple district departments to further tier support for CSI, TSI and ATSI schools.

This support includes but is not limited to the following:

- >Academic Services provides curriculum support and additional content specialists for schools. Academic Services also oversees our district professional development department and coordinates professional development for instructional and non-instructional personnel.
- >Title I – Coordinates the use of funds to best support the barriers that research has shown negatively impacts disadvantaged students. In addition, Title I provides professional development to teachers to improve their pedagogy.
- >The Division of Schools conducts school visits that include instructional reviews and instructional walks. These visits occur on a weekly basis and serve as an opportunity to observe instructional delivery, student learning, and provide feedback to school staff.
- >Finance – Finance provides the funds to provide resources and the personnel needed to address individual school needs.
- >Human Resources – Human Resources works to recruit quality personnel for our most needy schools. This

includes a dedicated staffing team to our Turnaround School Region (ISI), priority hiring, and monitoring teacher VAM rating percentage by school. They also work with unions to collective bargain memorandums of understanding that provide for incentives, professional development, and additional strategies to address school needs.

Though the above examples are not comprehensive of all support provided to School Improvement schools, they do provide a snapshot of the layers of support that are available and used to improve student outcomes. Through this layered approach, the district's team along with each school's academic leadership team, teachers, staff, parents, and other stakeholders collaborate on methods of improvement and monitor implementation on a continuous basis.

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.

The SIP, UniSIG budget and SWP will be located on the school's website, at www.duvalschools.org/westside. The SIP will also be available in the Parent Engagement room inside the school building.

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))

The school's Family Engagement Plan is made publicly available via the school's website at www.duvalschools.org/westside. The school also plans to build positive relationships with parents, families and other community stakeholders through weekly correspondence and communication. Stakeholders receive a weekly newsletter that is disseminated every Sunday evening.

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)

The school will strengthen the academic program in the school by recruiting, hiring and retaining high quality teachers. These teachers will also be provided with quality learning experiences during PLCs and early release professional development opportunities.

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))

This school is implementing the supplemental Title I, Part A grant project. The activities in the Title I Schoolwide and Parent and Family Engagement plan were derived based on a Comprehensive Needs Assessment Process involving internal and external stakeholders. The Title I Schoolwide and Parent and Family Engagement Budgets include activities reflecting the use of funds and a rationale for each activity. Email title1@duvalschools.org for the school's Title I Schoolwide budget or Parent and Family Engagement plan and budget.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$22,137.50
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6100	168	2411 - Westside High School	UniSIG	1.0	\$15,000.00
<i>Notes: Parent Liason: 6 hrs/day @ PT\$15/hr for 163 days</i>						
	5100	510	2411 - Westside High School	UniSIG		\$4,056.50
<i>Notes: PBIS School Store Materials & Supplies</i>						
	5100	200	2411 - Westside High School	UniSIG		\$3,081.00
<i>Notes: Parent Liaison Benefits</i>						
2	III.B.	Area of Focus: Instructional Practice: Intervention				\$52,850.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	6400	120	2411 - Westside High School	UniSIG		\$32,000.00
<i>Notes: After School & Saturday Tutoring: Subjects - ELA & Algebra, 300 students, Gr.9-10th, 10 staff x \$24/hour x 4 hours/week x 30 weeks</i>						
	5900	510	2411 - Westside High School	UniSIG		\$4,750.00
<i>Notes: Office Supplies</i>						
	5100	648	2411 - Westside High School	UniSIG		\$9,500.00
<i>Notes: Laptop Cart w/ 24 student laptops: 1 item @\$9500</i>						
	6400	200	2411 - Westside High School	UniSIG		\$6,600.00
<i>Notes: Tutoring Benefits</i>						
3	III.B.	Area of Focus: Graduation: Graduation				\$17,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	7800	390	2411 - Westside High School	UniSIG		\$10,000.00

			<i>Notes: College Tour Transportation: 150 Gr12 students x 3 charter buses/tour x \$3000/trip; Trip #1: Florida State University and Tallahassee Community College; Trip #2: University of Florida and Santa Fe College; Trip #3: University of Central Florida and Daytona State College</i>			
	6400	310	2411 - Westside High School	UniSIG		\$4,200.00
			<i>Notes: Professional Development Book Study: College Readiness 150 @\$13.00/book and School Culture 150 @\$15.00/book</i>			
	5100	510	2411 - Westside High School	UniSIG		\$3,200.00
			<i>Notes: Supplemental Material: "College Readiness 101: A workbook for the college-bound student", Gr12, 350 books @\$9/each</i>			
					Total:	\$92,387.50

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No