

# Brevard Public Schools School Improvement Plan 2018-2019

**Superintendent:**

**Asst. Supt. of Leading and Learning:**

Mark Mullins, Ph.D.

Mrs. K. Jane Cline

**Principal Supervisor:** Mrs. Tara Harris

**Name of School:** Westside Elementary

**Principal:** Ms. Darlene Rogers

**SAC Chairperson:** Mrs. Brianne Tison

<b>School Grade History</b>	<b>2017-2018: B</b>	<b>2016-2017: B</b>	<b>2015-2016: B</b>
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**Connections to District Strategic Plan**

- Obj.L1. Protect instructional time
- Obj.L2 Support educator effectiveness and build capacity of teachers to improve student outcomes and close achievement gaps
- Obj.L4: Provide equitable support for every student’s social-emotional development
- Obj.L6. Build principal capacity to develop and spread highly effective instructional practices
- Obj.R3 Increase system-wide proactive communications

**Mission Statement:**

Through collaboration, high expectations, and compassion,  
WE inspire students to explore their greatest potential.

**Vision Statement:**

Together WE will achieve greatness!

**Stakeholder Involvement in School Improvement Planning:**

Briefly explain how stakeholders are involved in the development, review, and communication of the SIP.

Westside Elementary School’s faculty, staff, and SAC (which includes staff, parents and community members) contribute to the development, review, and communication of the SIP by attending monthly collaborative meetings and providing important information via discussion and school surveys. All of Westside’s stakeholders are invited and encouraged to attend SAC meetings. The SAC meeting dates are announced to stakeholders of the school. Westside’s data pertaining to student achievement, parent survey, IPPAS and insight survey are presented and discussed during staff and SAC meetings at least two times per year. Parents are presented with Westside’s data during the Title One Annual Meeting, during which they are also given the opportunity to give input into the development of the SIP. All families are invited to this meeting and are notified that this meeting will provide them the opportunity to give input. The mission, vision, and SIP are visible to all stakeholders on the school’s website. A notebook containing the annual SIP is kept in the school office and all teachers are notified via email of their access to the SIP on our school share site. The completed and approved SIP is shared at a faculty meeting as well as at a SAC meeting. Families are notified via BlackBoard Connect and our school newsletter when the SIP has been approved and posted.

# Brevard Public Schools School Improvement Plan 2018-2019

## Part 1: Planning for Student Achievement

### RATIONALE – Continuous Improvement Cycle Process

**Data Analysis from multiple data sources:** Please consider the priority indicators selected from your school BPIE and EDI Insight Survey results within the rationale of your SIP.

What are the areas of successful professional practices and what data shows evidence of improvements? What are the concerns with professional practices and what data shows evidence of opportunities for growth?

#### Areas of Successful Professional Practices:

- Insight Survey Results show that Westside Teachers report growth in the areas of Instructional Planning for Student Growth, School Operations, Academic Expectations, Evaluation, and Peer Culture.
- IPPAS Results show that all of Westside teachers are at least proficient in setting instructional outcomes that align with state-adopted standards, designing ways to monitor learning and student acquisition of the standards, and communicating assessment data to students and parents.
- Parent Survey Results show that Westside parents feel well informed, feel as if their input is valued, report opportunities to give input, meet with their child’s teachers, know the academic expectations for their children, feel that their children’s teachers communicate with them, feel that Westside leadership creates a collaborative environment, attend meeting to support student success, and feel that Westside has a welcoming environment.

#### Areas of Concern with Professional Practices/Opportunities for Growth:

- Insight Survey Results show that Westside Teachers report a need for Observation and Feedback, a decreased workload, and increased opportunities for Career Progression.
- Insight Survey Results show that Westside Teachers report a decline in the areas of Learning Environment, Observation and Feedback, Professional Development, Leadership, Workload, and Career Progression.
- IPPAS results show that 25% of Westside teachers can improve in setting instructional outcomes that align with state-adopted standards, 47% can improve in designing ways to monitor learning and student acquisition of the standards, and 62% can improve in communicating assessment data to students and parents.
- Parent Survey Results show that Westside parents feel that they do not attend meetings in which academic goals and activities are discussed. They also feel that they do not have the opportunity to work with other parents on school-related activities, though the percent of positive responses in this area did increase from last year, it is still alarmingly low.

Below is the data that supports these conclusions.

IPPAS Data	2017-18 School Year		SIP Goal
Dimension 1 Element I: Sets instructional outcomes and aligns instruction with state-adopted standards	75% of teachers were distinguished	0% of teachers were developing	80% of teachers will be distinguished
Dimension 1 Element III: Designs ways to monitor learning and student acquisition of the standards	53% of teachers were distinguished	0% of teachers were developing	70% of teachers will be distinguished
Dimension 3 Element III: Communicates assessment data to students and parents	38% of teachers were distinguished	0% of teachers were developing	50% of teachers will be distinguished

Insight Data	2016-17 School Year	2017-2018 School Year	2017-2018 SIP Goal	Distance to Goal	2018-2019 SIP Goal
Learning Environment	8.9	8.8	9.0	-0.2	9.0
Instructional Planning for Student Growth	8.4	8.6	8.8	-0.2	8.7
Observation and Feedback	7.5	7.3	8.0	-0.7	8.6
Professional Development	8.3	8.2	8.7	+0.5	8.5
School Operations	8.9	9.1	9.0	+0.1	9.3
Leadership	8.9	8.8	9.0	-0.2	9.2
Academic Expectations	8.9	8.9	9.0	-0.1	9.0
Workload	7.1	6.4	7.5	-1.1	6.7
Career Progression	7.7	7.6	8.0	-0.4	7.8
Evaluation	8.0	8.1	8.2	-0.1	8.6
Peer Culture	8.8	8.9	8.9	+0.0	9.0

Parent Survey Question	% of Responses in Target Range 2016-2017	% of Responses in Target Range 2017-2018
How well does your child's school keep you informed about information and events in a format that is easy to understand?	81.6	92.9
Did you attend a meeting this year where academic goals and activities were discussed with parents?	67.4	61.0
Overall, how much do you feel your child's school values parent input?	89.8	90.1
Have you been given opportunities to provide input and feedback into school decisions?	67.1	74.9
How often do you meet in person with your child's teacher?	91.5	92.8
Are you aware of what your child is expected to master in all subject areas?	80.1	85.1
How often does your child's teacher communicate with you about your child's progress?	90.7	90.8
How well does school leadership foster an environment in which staff, parents, and the community work together to improve student achievement?	74.4	82.1
How often did you attend a parent meeting or event at your child's school that supported your child's academic success?	88.8	89.5
How well do you feel the school creates a welcoming environment for families?	83.9	91.6
How often do you work with other parents at your child's school to plan and carry out school activities?	23.6	29.0

What are the areas of successful student achievement and what data shows evidence of improvements?

What are the concerns with student achievement? Provide data to support concerns.

**Areas of Successful Student Achievement:**

- Westside's 5<sup>th</sup> Grade Science Mean Scale Score was above both the State and District Scores.
- Westside's 6<sup>th</sup> Grade Reading Mean Scale Score was above both the State and District Scores.
- Westside's 6<sup>th</sup> Grade Math Mean Scale Score was above the State Score and in line with the District Score.
- Westside's 6<sup>th</sup> Grade FSA ELA % of students at Level 3 or above increased from 53% to 67%, a 14% increase.
- Westside's 5<sup>th</sup> Grade FSA Math % of students at Level 3 or above stayed the same at 52%.
- Westside's 6<sup>th</sup> Grade FSA Math % of students at Level 3 or above increased from 67% to 72%, a 5% increase.
- Westside's ELL students showed a 1.1% increase in FSA ELA % of students at Level 3 or above.
- Westside's 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> Grade students each achieved a ranking of 40<sup>th</sup> percentile or higher on the AP3 FAIR Assessment in reading.
- Westside's 4<sup>th</sup> Grade students demonstrated an increase from the 38<sup>th</sup> percentile on AP1 of FAIR to 55<sup>th</sup> percentile on AP3 of FAIR.
- Westside's 5<sup>th</sup> Grade students demonstrated an increase from the 42<sup>nd</sup> percentile on AP1 of FAIR to the 57<sup>th</sup>

percentile on AP3 of FAIR.

- Each grade level, 1<sup>st</sup> – 6<sup>th</sup>, demonstrated growth on the QLA from AP1 to the last AP they were required to administer.
- Westside’s Kindergarteners increased from 3% of students scoring a 70 or higher on the Kindergarten Literacy Survey (KLS) in the initial AP to 97% of students scoring a 70 or higher in the EOY AP.
- Westside’s 6<sup>th</sup> Grade students demonstrated an 11-point increase from the BOY District Math Inventory to the EOY District Math Assessment.
- Westside’s 6<sup>th</sup> Grade students achieved the desired 60% passing rate for their final District Math Assessment.

**Areas of Concern with Student Achievement:**

- Westside’s 3<sup>rd</sup> Grade Reading Mean Scale Score was below both the State and District Scores.
- Westside’s 3<sup>rd</sup> Grade Math Mean Scale Score was below both the State and District Scores.
- Westside’s 4<sup>th</sup> Grade Reading Mean Scale Score was below both the State and District Scores.
- Westside’s 4<sup>th</sup> Grade Math Mean Scale Score was below both the State and District Scores.
- Westside’s 5<sup>th</sup> Grade Reading Mean Scale Score was below both the State and District Scores.
- Westside’s 5<sup>th</sup> Grade Math Mean Scale Score was below both the State and District Scores.
- Westside’s 3<sup>rd</sup> Grade FSA ELA % of students at Level 3 or above decreased from 57% to 50%
- Westside’s 4<sup>th</sup> Grade FSA ELA % of students at Level 3 or above decreased from 55% to 48%
- Westside’s 5<sup>th</sup> Grade FSA ELA % of students at Level 3 or above decreased from 61% to 45%
- Westside’s 3<sup>rd</sup> Grade FSA Math % of students at Level 3 or above decreased from 54% to 51%
- Westside’s 4<sup>th</sup> Grade FSA Math % of students at Level 3 or above decreased from 68% to 58%
- Westside’s 5<sup>th</sup> Grade NGSSS Science % of students at Level 3 or above decreased from 66% to 61%
- Westside’s total students showed a 4.7% decrease in FSA ELA % of students at Level 3 or above.
- Westside’s white students showed a 9.1% decrease in FSA ELA % of students at Level 3 or above
- Westside’s black students showed a 1.2% decrease in FSA ELA % of students at Level 3 or above
- Westside’s Hispanic students showed a 1.4% decrease in FSA ELA % of students at Level 3 or above
- Westside’s multiracial students showed a 3.8% decrease in FSA ELA % of students at Level 3 or above
- Westside’s economically disadvantaged students showed 4.3% decrease in FSA ELA % of students at Level 3 or above
- Westside’s students with disabilities showed a 10.7% decrease in FSA ELA % of students at Level 3 or above
- Westside’s students in the Lowest 25% Making Learning Gains in FSA ELA decreased from 62% to 43%
- Westside’s total students showed a 2.0% decrease in FSA Math % of students at Level 3 or above.
- Westside’s white students showed a 3.1% decrease in FSA Math % of students at Level 3 or above
- Westside’s black students showed a 0.5% decrease in FSA Math % of students at Level 3 or above
- Westside’s Hispanic students showed a 2.2% decrease in FSA Math % of students at Level 3 or above
- Westside’s multiracial students showed a 6.2% decrease in FSA Math % of students at Level 3 or above
- Westside’s economically disadvantaged students showed a 3.1% decrease in FSA Math % of students at Level 3 or above
- Westside’s ELL students showed a 9.0% decrease in FSA Math % of students at Level 3 or above
- Westside’s students with disabilities showed a 8.8% decrease in FSA Math % of students at Level 3 or above
- Westside’s students in the Lowest 25% Making Learning Gains in FSA Math decreased from 52% to 50%
- Westside’s 3<sup>rd</sup> Grade students demonstrated a decrease from the 43<sup>rd</sup> percentile on AP1 of FAIR to 41<sup>st</sup> percentile on AP3 of FAIR.
- Westside’s 6<sup>th</sup> Grade students demonstrated a decrease from the 46<sup>th</sup> percentile on AP1 of FAIR to 39<sup>th</sup> percentile on AP3 of FAIR.
- Westside’s 6<sup>th</sup> Grade students did not meet the desired goal of ranking in at least the 40<sup>th</sup> percentile on AP3 of FAIR. They ranked at the 39<sup>th</sup> percentile.
- None of Westside’s grade levels in grades 1-6 achieved the desired average of 70% or higher on their final QLA.
- None of Westside’s grade levels in grade K-5 demonstrated growth on the District Math Assessment from the Inventory to the final assessment for that grade level
- None of Westside’s grade levels in K-2 achieved the desired 70% passing rate for the final District Math Assessment.
- None of Westside’s grade levels in 3-5 achieved the desired 60% passing rate for the final District Math Assessment.

Below is the data that supports these conclusions.

**2018 FSA DATA by School Comparison MEAN SCALES SCORES –THIRD GRADE**

Level	READING	MATH
State	302	301
District	305	302
Westside	300	298

**2018 FSA DATA by School Comparison MEAN SCALE SCORES –FOURTH GRADE**

Level	READING	MATH
State	312	315
District	312	313
Westside	310	312

**2018 FSA DATA by School Comparison MEAN SCALE SCORES –FIFTH GRADE**

Level	READING	MATH	Science
State	322	324	202
District	322	323	202
Westside	319	318	204

**2018 FSA DATA by School Comparison MEAN SCALE SCORES –SIXTH GRADE**

Level	READING	MATH
State	325	324
District	331	333
Westside	333	333

**FSA ELA Growth Comparison – Westside Students Meeting Standards (level 3 or above)**

Grade	2016-2017	2017-2018	Growth
3 <sup>rd</sup>	57%	50%	-7%
4 <sup>th</sup>	55%	48%	-7%
5 <sup>th</sup>	61%	45%	-16%
6 <sup>th</sup>	53%	67%	14%

**FSA Math Growth Comparison – Westside Students Meeting Standards (level 3 or above)**

Grade	2016-2017	2017-2018	Growth
3 <sup>rd</sup>	54%	51%	-3%
4 <sup>th</sup>	68%	58%	-10%
5 <sup>th</sup>	52%	52%	maintained
6 <sup>th</sup>	67%	72%	5%

**FCAT Science Growth Comparison – Westside Students Meeting Standards (level 3 or above)**

Grade	2016-2017	2017-2018	Growth
5 <sup>th</sup>	66%	61%	-5%

**FSA ELA - % Westside Students Meeting Standards (level 3 or above)**

Subgroups	2016-2017	2017-2018	Growth
Total	56.7	52.0	-4.7
White	68.5	59.4	-9.1
Black	40.2	39.0	-1.2
Hispanic	44.6	43.2	-1.4
Multiracial	55.2	51.4	-3.8
Econ. Disadvantage	50.0	45.7	-4.3
ELL	22.2	23.3	1.1
SWD	24.7	14.0	-10.7
Lowest 25% Making Learning Gains	62.0	43.0	-19.0

**FSA Math - Westside Students Meeting Standards (level 3 or above)**

Subgroups	2016-2017	2017-2018	Growth
Total	60.0	58.0	-2.0
White	67.4	64.3	-3.1
Black	45.1	44.6	-0.5
Hispanic	53.3	51.1	-2.2
Multiracial	65.5	59.3	-6.2
Econ. Disadvantage	54.1	51.0	-3.1
ELL	37.1	28.1	-9.0
SWD	31.8	23.0	-8.8
Lowest 25% Making Learning Gains	52.0	50.0	-2.0

<b>2017-2018 FAIR – Reading Comprehension</b>	AP 1 Average (Median Percentile Rank)	AP 2 Average (Median Percentile Rank)	AP 3 Average (Median Percentile Rank)	Growth in Rank	End of Year SIP Goal for 2017- 2018 SY
Grade 3	43 <sup>rd</sup>	48 <sup>th</sup>	41 <sup>st</sup>	-2	40 <sup>th</sup> percentile = goal met
Grade 4	38 <sup>th</sup>	45 <sup>th</sup>	55 <sup>th</sup>	17	40 <sup>th</sup> percentile = goal met
Grade 5	42 <sup>nd</sup>	48 <sup>th</sup>	57 <sup>th</sup>	15	40 <sup>th</sup> percentile = goal met
Grade 6	46 <sup>th</sup>	45 <sup>th</sup>	39 <sup>th</sup>	-7	40 <sup>th</sup> percentile = goal not met

<b>2017- 2018 QLA</b>	QLA 1 Grade Level Average	QLA 1 District Average	QLA2 Grade Level Average	QLA 2 District Average	QLA3 Grade Level Average	QLA3 District Average	QLA4 Grade Level Average	QLA4 District Average	Growth of Westside Students	End of Year SIP goal for 2017- 2018
Grade 1	60	66.6	61	69.2	62	68.7	65	71.8	5	70
Grade 2	56	61.7	62	61.6	65	64.4	66	63.3	10	70
Grade 3	58	56.8	61	60.2					3	70
Grade 4	35	42.5	52	55.1	58	61.3			23	70
Grade 5	53	55.9	64	57.9					11	70
Grade 6	50	42.7	54	55.5					4	70

Kindergarten Literacy Survey	KLS Inventory % OGL (70 or higher)	KLS Fall % OGL (70 or higher)	KLS Winter % OGL (70 or higher)	KLS Spring % OGL (70 or higher)	KLS End of the Year % OGL	End of Year SIP Goal
2017-2018	3%	18%	3%	10%	97%	70%

<b>Math District Assessments 2017-2018</b>	Inventory	Winter	End of the Year	Growth for 2017- 2018	Growth from 2016-2017 to 2017-2018	End of the Year SIP Goal for 2017-2018
Kindergarten	67	66	62	-5	-4	70%
Grade 1	68	58	46	-22	-4	70%
Grade 2	53	Insufficient data	Insufficient data	Insufficient data	Insufficient data	70%
Grade 3	62	57		-5	8	60%
Grade 4	52	46		-6	-7	60%
Grade 5	60	44		-16	-6	60%
Grade 6	50	61		11	19	60%

Write a 2-3 sentence summary explaining how the data above provides the rationale for your goals, barriers and action steps. After careful analysis of our school data and data trends, we recognize the need for intentional planning and instruction based on the state-adopted standards as well as a need for consistent use of complex content and effective involvement of students and staff in the development and retention of goals and standards. Best practices reveal that when students understand their learning in relation to the goal or standard, learning increases significantly. Since Westside data shows consistent decreases in student achievement, employing these strategies will serve to help our students increase in all academic areas, though we will focus specifically on ELA since this is where our most significant decreases occurred.

Describe how your school ensures standards-aligned instruction is occurring in ELA, math and content areas. Describe the processes in place to progress monitor instruction to ensure it is systematic, explicit and based on data. (Please limit to 250 words.)

Teachers are required to participate in weekly math planning meetings and in biweekly ELA planning meetings. During these meetings, teachers, the corresponding instructional coach, and members of the leadership team review the standards, design lessons and plan goals. Teachers also participate in ELA and math content meetings with the corresponding instructional coach approximately once per month. During these meetings, teachers, coaches and members of the leadership team analyze content-specific data to ensure that Tier 1 instruction is effective. If instruction is found to be ineffective in a given standard or area, plans are made to modify Tier 1 instruction accordingly. The Science Lab teacher works with teachers in grades 3-6 to develop standards-based lessons and also teaches standards-based lessons during lab time. Teachers show evidence of standards-aligned instruction in their lesson plans as well as in their collaborative team meeting agendas and minutes. The school's leadership team meets monthly to analyze school-wide data trends and identify strengths and weaknesses as well as performs weekly walkthroughs with a focus on observing if students are able to communicate what they are learning and where they are in their learning. The results from these walkthroughs are shared with the leadership team as well as grade level teams in order to identify areas of strengths and weaknesses which guide professional development and planning meetings.

**School-Based Goal:** What can be done to improve instructional effectiveness?

**Westside Elementary School will deliver standard-based lessons incorporating complex text focusing specifically on teacher clarity.**

**Strategies:** Small number of action oriented staff performance objectives.

Barrier	Action Steps to Overcome Barrier	Persons Responsible	Timetable	In-Process Measure
1. Teachers need support in planning and implementing standards-based lessons while utilizing teacher clarity.	<ol style="list-style-type: none"> <li>1. Plan and implement professional development that delves into teacher clarity.</li> <li>2 Utilize instructional coaches for common planning meetings during which research-based best practices are presented, analyzed and discussed for implementation.</li> <li>3. Provide opportunities for teachers to observe best practices of highly effective teachers</li> <li>4. Conduct regular observations and provide feedback to teachers regarding instructional practices.</li> </ol>	Administration Instructional Coaches Exemplar Teachers Peer Coaches Teacher Leaders Faculty	August 2018 to May 2019	<ul style="list-style-type: none"> <li>• Professional development agendas/records</li> <li>• Collaborative planning meeting minutes</li> <li>• Content meeting minutes and agendas</li> <li>• Coaches' logs</li> <li>• Classroom walk-through observation and feedback forms</li> <li>• Lesson plans that demonstrate standards-based lessons</li> </ul>
2. Teachers need to increase two-way communication with students, parents, and families so that all stakeholders are informed of student goals and progress.	<ol style="list-style-type: none"> <li>1. Conduct regular student data chats with each student.</li> <li>2. Send communication to parents and families once per week regarding class goals and student progress.</li> <li>3. Teachers will hold at least one student led conference with parents and families.</li> </ol>	Teachers Administration	October 2018 to May 2019	<ul style="list-style-type: none"> <li>• Student data sheets used during data chats</li> <li>• Focus reports and/or classroom newsletter showing weekly communication with families.</li> </ul>
3. Teachers need support and training in meeting the needs of the students in the lowest 25% achievement group.	<ol style="list-style-type: none"> <li>1. Discuss and analyze student data in relation to Tier 1, 2, and 3 instruction.</li> <li>2. Implement biweekly common planning to address the needs of all student</li> </ol>	Administration Instructional Coaches Exemplar Teachers Peer Coaches	August 2018 to May 2019	<ul style="list-style-type: none"> <li>• Student data meeting minutes and records</li> <li>• Lesson plans for Tier 1, 2 and 3 instruction.</li> </ul>

	groups. 3. Develop a mentoring team to be assigned to the lowest 25% achievement group 4. Provide instructional resources based on student data for Tier 2 and 3 groups. 5. Provide an attendance incentive program to encourage students to attend school regularly.	Teachers Mentor Team Faculty MTSS team	<ul style="list-style-type: none"> <li>• Mentoring team meeting minutes</li> <li>• Student data</li> <li>• Attendance data</li> </ul>
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**EVALUATION – Outcome Measures and Reflection-*begin with the end in mind.***

**Qualitative and Quantitative Professional Practice Outcomes:**

Westside has been and will continue to focus on teachers implementing standards based instruction. At the end of the 2017-2018 school year, the Instructional Personnel Performance Appraisal System (IPPAS) data revealed the following:

- On Dimension 1 Element I: Sets instructional outcomes and aligns instruction with state-adopted standards, 75% of teachers received distinguished.
- On Dimension 1 Element III: Designs ways to monitor learning and student acquisition of the standards, 53% of teachers received distinguished.
- On Dimension 3 Element III: Communicates assessment data to students and parents, 38% of teachers received distinguished.

By May of the 2018-2019 school year, the IPPAS will reveal an increase of teacher ratings as evidenced by lesson plans, professional development reflections, classroom walkthroughs, and collaborative planning. Our IPPAS results will be the following:

- On dimension 1 Element I: Sets instructional outcomes and aligns instruction with state-adopted standards, the amount of teachers receiving distinguished will increase from 75% to 80%.
- On Dimension 1 Element III: Designs ways to monitor learning and student acquisition of the standards, the amount of teachers receiving distinguished will increase from 53% to 70%.
- On Dimension 3 Element III: Communicates assessment data to students and parents, the amount of teachers receiving distinguished will increase from 38% to 50%.

On the 2018 Insight survey the following observations were made in the Observation and Feedback domain, which was Westside’s lowest rated domain at 7.3.

On the 2019 Insight survey the domain Observation and Feedback will be rated 8.6, which is equivalent to the district average.

**Qualitative and Quantitative Student Achievement Outcomes:**

In September of the 2018-2019 school year, various assessments were given to students in grade K-6. The following reveals student achievement averages for each grade level with corresponding assessments:

Kindergarten Literacy Survey: 64.6% on or above grade level

i-Ready diagnostics BOY: (in percent on or above grade level)

1<sup>st</sup> grade: 17% 2<sup>nd</sup> grade: 29.8% 3<sup>rd</sup> grade: 46.75% 4<sup>th</sup> grade: 35.8% 5<sup>th</sup> grade: 34.2% 6<sup>th</sup> grade: 42.6%

By May of 2019, the implementation of our school improvement plan action steps will be evidenced by increased student achievement, classroom walkthrough data, and lesson plans that reflect rigorous, student-centered learning based on standards. This will be monitored throughout the school year through weekly work samples that are aligned in the standards as well as by students demonstrating continuous academic improvement on various assessments including KLS, FAIR, ELA QLA, and Running Records (K-2). The following are student achievement goals for each assessment:

- KLS: 70% on or above grade level

- i-Ready diagnostic EOY: 70% of each grade level will be on or above grade level

In May of 2018, 25% of the students at Westside (188/765) had 2 or more early warning indicators.

By May of 2019, the implementation of our school improvement plan action steps will be evidenced by the fact that only 15% of Westside students will have 2 or more early warning indicators.

## **Part 2: Support Systems for Student Achievement**

### **(Federal, State, and District Mandates)**

**For the following areas, please write a brief narrative that includes the data from the year 2017-18 and a description of changes you intend to incorporate to improve the data for the year 2018-19.**

**MTSS & EARLY WARNING SYSTEMS Please complete 1 – 4.**

1. Describe your school’s data-based problem-solving process and school-based structures in place to address MTSS implementation.

The Multi-Tiered System of Supports (MTSS) process encompasses three types of teams: The Leadership Team, the Teacher Data Team, and the Individual Problem Solving Team. The Leadership Team members meet several times throughout the year to analyze school wide data, identify the data trends, and develop plans to increase student achievement. This team facilitates the communication of this information to all professionals.

Teacher Data Team meetings are held by grade level on a monthly basis to discuss students in need of academic, behavioral, and/or social/emotional assistance. All teachers at each grade level, as well as any additional staff who may be able to offer support in their area of expertise are expected to participate. It is through these meetings that discussions of classroom assessment data, grade level data trends, teaching strategies, curriculum and instructional effectiveness, progress monitoring, student behaviors, and early warning systems are analyzed to determine which students would benefit from a tier 2 intervention and what academic skill should be focused on. These interventions are monitored on a bi-weekly basis. These collaborative meetings, along with our data wall offer insight as to how teachers can increase student performance. However, if student performance is not positively affected, then a more intensive approach is used.

Individual Problem Solving Team meetings are held on a weekly basis to discuss more intensive concerns for individual students. These students are generally students who were not successful with the strategies discussed during Teacher Data Team Meetings. The MTSS facilitator, along with the classroom teacher, school psychologist, ESE support specialist, and any additional staff that may be able to offer support in their area of expertise are invited and expected to participate. Through collaboration, this team develops intensive, tier 3 interventions that will be monitored on a weekly basis. This on-going progress monitoring of student performance is used to determine whether the interventions that have been designed help students close the gap of a specific targeted skill deficit.

To ensure the MTSS process runs smoothly from year to year, several different procedures have been implemented. At the beginning of each school year, the MTSS facilitator provides teachers with copies of the interventions that were in place at the end of the previous year. Based on these targeted students, intervention meetings are scheduled immediately to ensure that the new classroom teachers understand the intervention needs to support the students in their classroom. Additionally, there are several different training opportunities offered to assist teachers in understanding the MTSS process. At the school based level, an overview of the process is presented and discussed as well as sharing any changes made. MTSS resources are provided for all staff to reference and the MTSS facilitator is available for additional support. Teachers may also attend trainings at the district level if necessary.

2. List below who monitors the Early Warning System and how often.
  - Leadership Team quarterly monitoring
  - MTSS Team monthly monitoring
  - IPST Team weekly monitoring
3. This section captures a snapshot of the total number of students exhibiting a respective indicator or set of indicators during the 2017-18 school year. These data should be used as part of the needs assessment to identify potential problem areas and inform the school’s planning and problem solving for 2018-19:

Fill in BLANKS with data from 2017-2018 School Year - Number of Students									
Grade Level	VPK	K	1	2	3	4	5	6	Total
Attendance <90	10	44	52	39	40	59	59	37	340
1 or more ISS or OSS	0	2	3	1	4	1	5	11	27
Level 1 in ELA or Math					2	30	22	32	86
Substantial Reading Deficiency	2	2	39	27					70
2 or more indicators	2	4	41	27	13	31	27	43	188

4. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the Early Warning System (i.e., those exhibiting two or more early warning indicators).

Indication of multiple days absent or tardy will prompt the classroom teacher to follow up with students' parents/guardians. Teachers follow Brevard Public Schools' truancy procedures/checklists to make referrals to the Multi-Tiered System of Support team (MTSS) and the Individual Problem Solving Team (IPST). Written communication and "face to face" conversations with families conveying the importance and effects of attendance on academics will be implemented by teachers, guidance, and administration. Further review of student attendance records and academic progress may generate an individual attendance/behavior plan as determined by IPST, which will be monitored by the teacher and the MTSS team. If student attendance does not improve, the guidance counselor will follow the district truancy policy and submit names to the district Truancy Officer when necessary.

Students who display indicators in the area of suspension receive follow up monitoring provided by the classroom teacher. Additionally, a counselor, teacher mentor, student mentor, or administrator will maintain open communication with the students and their teacher in order to help them be successful. Follow ups may also consist of "check-in/check-out" conversations or skill building meetings/groups. Parental communication is maintained by phone, letter, and/or conference.

Students who scored level one on the statewide standardized assessments in reading and/or math are discussed in data meetings on a regular basis. Grade level meetings are held weekly to discuss Tier 1 successes or concerns in the areas of reading and math. Academic coaches work with grade level teams to analyze tier 1 data and create plans to increase student achievement. Students who received a level one as well as students on our lowest 25% lists are flagged for data review and for placement in a Tier 2 intervention. These interventions are monitored bimonthly through Teacher Data Team Meetings and are progress monitored by common assessment data. If the targeted students continue to show a need for more intensive supports, then a referral is made to IPST and a Tier 3 intervention may be created and monitored on a weekly basis. Students' responses to the intervention plans will determine success or further monitoring utilizing the MTSS framework. Since student absenteeism is an issue, teachers will be informed and IPST meetings will be held for students that are frequently absent from school. Furthermore, since there were a large amount of students in 1<sup>st</sup> and 2<sup>nd</sup> grade last year that were substantially deficient in reading, we will provide increased academic support for our current 1<sup>st</sup> – 3<sup>rd</sup> grades in the form of an Instructional Assistant (Title 1) that will work with small groups in each class at least once each week. As additional support, our 3<sup>rd</sup> grade teachers will provide 15 minutes of instruction during Tier 1 instruction using the 95% Group's Multisyllabic instructional lessons. This will occur at least 3 times each week.

Other intervention strategies include:

Academic Support Program will be offered before and after school to accommodate families and their different schedules. We will be focus on the lowest 25% in ELA from third through sixth grade. Support in math will also be provided for all testing grades with a focus on the lowest 25%. Students in 5<sup>th</sup> grade will also receive support in science so that they can be successful in all areas that are tested.

Preventative Counseling – Students that have chronic behavior issues are addressed by the guidance counselors and given strategies to help improve daily behavior. Our Guidance Counselor, leadership team, and mentor teachers make contact with especially needy students throughout the day to help improve positive behaviors.

Social Emotional Tier 1 Instruction - Teachers at Westside will be using the Mind Up program in order to ensure students are receiving quality social emotional Tier 1 instruction. Core classroom teachers as well as activity teachers will use the Mind Up lessons with their students according to our school created pacing guide. This will allow all teachers and students to be focusing on the same lessons/topics and allows for a common language to be spoken to all students.

Mentor Team – The school leadership team, activity team and select group of teachers and staff members that have volunteered for the task are assigned students in 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> that received a 1 on FSA or are in the bottom 25% according to i-Ready data in 3<sup>rd</sup> grade. These mentor teachers and staff members will meet with each of their assigned students weekly to discuss and track academic progress using i-Ready as well as student behavior. They will work to establish meaningful relationships with the students assigned to them in order to promote an atmosphere in which the student is cared for and knows that someone genuinely cares about their successes and failures both in and out of the classroom.

MenTie Mentors and Role Models – This group is led by a 6th grade teacher. Men-Ties and Role Models become mentors to a student in a younger grade level. Becoming a mentor has so many benefits! It improves communication and personal skills, increases confidence and motivation and the students benefit from a sense of fulfilment and personal growth.

Mentors will:

- Provide a student with a personal connection and buy-in
- Help a student to feel like someone “has their back”
- Increase student morale
- Improve student motivation
- Be a source of encouragement and support

Students who will benefit from having a mentor are:

- Students who are unsuccessful academically or behaviorally
- Students who are having significant issues getting along with others
- Students who exhibit very little motivation and effort or just do not seem to care about work and/or behavior
- Students who do not seem to respond to anything else
- When other intervention seems to fail

Sensory Room – This room is called the S.M.I.L.E. lab (Sensory Materials Influencing the Learning Environment). This room in the school is a place for students to visit when they need a break from the classroom. The room is filled with sensory tools such as a swing, a ball pit, corn hole, Yoga balls, dim lighting, rain sticks, a piano mat, and rest mats. The students complete a paper of feelings before and after they enter the room to reflect on their emotional state. Students are monitored by an adult as are their reports. Some students that need the sensory room often are assigned scheduled times throughout the day to take a break. Other students can use their break cards to utilize the S.M.I.L.E. Lab. All students in the school have access to the S.M.I.L.E. Lab if needed.

**PARENT AND FAMILY INVOLVEMENT: (Parent Survey Data must be referenced) Title I Schools may use the [Parent Involvement Plan](#) to meet the requirements of this section.**

Consider the level of family and community involvement at your school and parent survey data collected. Respond to the following questions. What are best practices that are strengths and how will they be sustained? What are areas of weaknesses and how are they being addressed?

A best practice at Westside, as indicated on the Brevard Public Schools Elementary Parent Survey 2017-2018, is the communication between school and parents. Parents stated teachers keep parents informed about student progress and quick responses to parent challenges and concerns. We will continue to improve upon this communication by adding a Westside Weekly memo that is sent every week through BlackBoard Connect. This memo informs parents of everything that is happening during the week. We will also begin to require teachers to communicate with families at least once each week once Focus is implemented. We will provide professional development regarding the use of Focus as a resource and communicate the importance of consistently informing parents of classroom goals and student progress. We will continue our school events and monthly newsletter as the parent survey shows that families are pleased with these aspects of our school. Further analysis shows that our families are also extremely pleased with our culture and consider Westside very friendly place; this is a HUGE success for us since just 3 years ago, this was our lowest area in the parent survey. Areas of weakness, as indicated in the Brevard Public Schools Elementary Parent Survey 2017-2018, is the lack of opportunities for parents to work with other parents to plan and carry out school activities. We are working to change this as our new PTO gains members. We will set up a PTO table at every Westside event. A volunteer pamphlet will be sent home with every student in the first report card. The pamphlet asks parents if they are willing to be volunteers and explains the opportunities they have to help our school. A BlackBoard Connect group has been established for communicating volunteer opportunities and families that sign up through the brochure will be added to this group. A volunteer board will be established by the end of October. Volunteers can check the board to see what they can do to get involved and teachers will check the board so they are aware of when volunteers will be here. We hosted a volunteer orientation during which parents and families were encouraged to participate and share their ideas about volunteering at Westside.

**Refer to the Title I Parent and Family Engagement Plan uploaded to the FLDOE website.**

## **STUDENT TRANSITION AND READINESS**

### **PreK-12 TRANSITION** [This section used to meet requirements of 20 U.S.C 6314\(b\)\(1\)\(g\).](#)

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

Each Spring, Westside hosts a transition event for students transitioning from VPK to Kindergarten. Feeder VPK schools are invited to come to Westside to do a tour of the school including a walkthrough of the Kindergarten classrooms and time spent doing a “Kindergarten” hands-on activity. Students in our own VPK class here at Westside will transition to Kindergarten through a series of visits at the end of their VPK year. They will visit Kindergarten classrooms at various points throughout the day and begin to take part in the activity classes. The Kindergarten teachers will be encouraged as guest readers in our VPK room throughout the school year so that students are comfortable with each of the Kindergarten teachers. A parent meeting will be held at the end of the VPK year to inform families of the Kindergarten expectations for the coming year.

In the Spring, our 6th grade students will participate in several events designed to help them transition more easily to 7th grade. First, Westside is hosting an event in which former Westside students that are now in 7th or 8th grade and their parents will be invited to participate in a question and answer forum with our current 6th graders and their families. Second, we will invite performing groups from the middle schools to our school so that our students are made aware of the various opportunities available to them when they enter middle school.